



St. Paul's Nursery School and Children's Centre

Safeguarding and Child Protection Policy 2026 - 2027



Keeping children safe is everybody's responsibility

Safeguarding and Child Protection Policy and Procedures 2026-2027

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	September 2026	Robin Taylor	September 2027

Ratification

Role	Name	Signature	Date
Chair of Governors	Michaela Willcox		
Executive Head Teacher	Lucy Driver		

EYFS Strengthened Welfare and Safeguarding requirements

<https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/changes-to-the-eyfs-framework>

Safer sleep requirements	EYFS Sleep Policy	- Included in EYFS framework - Where children put down to sleep and sleep spaces - Comfort items and bottles - Educators within sight and hearing at all times
Banned dog breeds	EYFS	Banned dog breeds not present
Allegations of harm	EYFS Safeguarding policy	Inform Ofsted of allegations of 'harm' by anyone working at setting
Enhanced Criminal Record checks	KCSIE EYFS Safeguarding policy	- Enhanced DBS checks for all volunteers, including those supervised - New employees must not begin until enhanced DBS received
Safer Recruitment	KCSIE EYFS Safeguarding policy	Requirements for what providers must tell staff they have to disclose (suitability to work with children)
Children's screen use in early years settings	EYFS DfE Guidance E-safety policy – to be updated	- Purpose and rationale - Time limits - Digital safety
Early Years Qualifications	EYFS	Level 2 English requirements

Details of Policy Updates

Date	Details
01/09/2020	Updated and re-written to reflect COVID-19, new statutory guidance Keeping Children Safe in Education, and for ease of reading
01/09/2021	Updated and re-written to reflect new statutory guidance in 2021
01/09/2022	Updated and re-written to reflect new statutory guidance in 2022
01/09/2023	Updated and re-written to reflect new statutory guidance in 2023
01/09/2024	Updated and re-written to reflect new statutory guidance in 2024
01/09/2025	Added information from Bristol City Council guidance in 2025 around safeguarding children with a forced migration background.
20/07/2026	Updated to reflect the published Keeping Children Safe in Education 2026 guidance and to clarify that KCSIE 2026 comes into force on 1 September 2026 <i>see end pages for details of changes</i>

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PART 1: Policy

1.1 Definitions

Safeguarding is defined as:

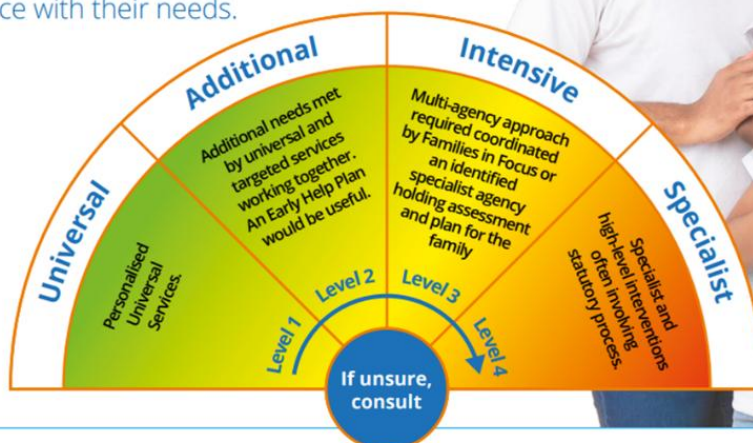
- ✚ Providing help and support to meet the needs of children as soon as problems emerge
- ✚ Protecting children from maltreatment, whether that is within or outside the home, including online
- ✚ Preventing the impairment of children's mental and physical health or development
- ✚ Ensuring that children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



Child Protection is defined in the Children Act 1989 (s.47) as when a child is suffering or is likely to suffer significant harm. Under statutory guidance and legislation action must be taken to safeguard and promote the child's welfare.

Continuum of Need

All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs. We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accordance with their needs.



S. 47 Children Act 1989

Where there is ...
... reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm...

1.2 Introduction

“Children learn best when they are health, safe, secure, when their individual needs are met, and when they have positive relationships with the people caring for them.”

EYFS Statutory Framework 2026

At St. Paul's Nursery School and Children's Centre, safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children, their families and carers, has a role to play.

- ✚ In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should always consider what is in the **best interests** of the child.
- ✚ We take an '**it can happen here**' approach where safeguarding is concerned.
- ✚ **Everyone** who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action.
- ✚ Victims should **never** be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should anyone who has experienced harm ever be made to feel ashamed for making a report.

St. Paul's Nursery School and Children's Centre is committed to safeguarding and promoting the welfare of children by:

- ✚ The provision of a safe environment in which children and young people can learn.
- ✚ Acting on concerns about a child's welfare immediately.
- ✚ Fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.

All action taken by St. Paul's Nursery School and Children's Centre will be in accordance with:

- ✚ **Current legislation** (these are summarised within [Working Together to Safeguard Children: statutory framework](#))
- ✚ **Statutory, national, and local guidance – this includes:**
- ✚ [Working Together to Safeguard Children](#), which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.
- ✚ [Keeping Children Safe in Education](#) is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.
- ✚ [Early Years Foundation Stage statutory framework](#) **Statutory Framework is statutory guidance which sets standards that school and childcare providers must meet for the learning, development, and care of children from birth to 5.**

- ✚ **Local Guidance from the Local Safeguarding Partnership:** around particular safeguarding topics are available on the [Keeping Bristol Safe Partnership Website](#).
- ✚ **Local Strategic Planning** Keeping Bristol Safe Partnership Strategic Plan 2023 – 2026 <https://www.gov.uk/government/publications/early-years-inspection-toolkit-operating-guide-and-information>
- ✚ **Government guidance in relation to:**
- ✚ **COVID19:** St. Paul's Nursery School and Children's Centre have created an addendum to this document to reflect changes made during lockdown or in the event of a further lockdown. These are accessible via Appendix F.
- ✚ **Specific topical safeguarding issues** – a collection of up-to-date guidance can be found on the Safeguarding in Education Team's guidance page. <https://www.bristolsafeguardingineducation.org/guidance/>

“We aim to put the child... at the centre of planning, in protecting and reducing harm and in meeting their care and support needs, ensuring they are safe in their homes, schools and communities.”

Keeping Bristol Safe Partnership, Strategic Plan 2023 - 2026

This policy should be read in conjunction with the following policies:

- ✚ Recruitment and Selection
- ✚ Whistleblowing and Public Interest Disclosure
- ✚ Code of Conduct for Staff (including the setting's Low level concerns procedures)
- ✚ Personal, Social and Emotional development Curriculum Core offer
- ✚ Positive Learning Behaviour (Including Child on child harm and Conflict Resolution)
- ✚ E-Safety
- ✚ Policy on Supporting Children in Care
- ✚ Attendance (including the safeguarding response to children who go missing from education)
- ✚ Health and Safety
- ✚ SEND policy

Additional policies, procedures and guidance to consider :

- ✚ Administration of Medication Policy
- ✚ Child Absconds/Goes Missing from Site Procedure
- ✚ Lockdown/Critical Incident Procedure
- ✚ Multi-Agency Guidance for Injuries in Non-Mobile Babies
- ✚ Neglect Strategy (Keeping Bristol Safe Partnership)
- ✚ Safeguarding in Our Curriculum
- ✚ Security Policy and Plan
- ✚ Signs of Safety Mapping
- ✚ Uncollected Child Policy
- ✚ When to Call the Police Guidance (NPCC)
- ✚ Intimate Care Policy

Head Teachers/Principals should ensure that the above policies and procedures, adopted by governing bodies and proprietors, are accessible, understood and followed by all staff.

1.3 Equalities Statement

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

1. Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published under St. Paul's Nursery School and Children's Centre equality statement and measurable objectives. These are available on our website.

We adhere to both the [Bristol Equality Charter](#) and [Bristol Children's Charter](#) with a view to contribute towards the [One City Plan](#).

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

Children who are questioning their gender may have additional vulnerabilities, including bullying, social isolation, mental health concerns, online harm or family stress. Staff will respond in a child-centred, respectful and safeguarding-led way, follow the setting's equalities duties, involve the DSL where there are concerns, and avoid making assumptions about risk or need based on gender questioning alone.

St. Paul's Nursery School and Children's also adheres to the principles of and promotes anti-oppressive practice in line with the [United Nations Convention of the Rights of the Child](#) and the [Human Rights Act 1998](#).

1.4 Overall Aims

This policy will contribute to the safeguarding of children at St. Paul's Nursery School and Children's Centre by:

- ✚ Clarifying safeguarding expectations for members of the education setting's community, staff, governing body, learners, and their families.
- ✚ Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the setting built on shared values; where learners are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.
- ✚ Supporting contextual safeguarding approaches to practice recognising that the setting's site can be a location where harm can occur.
- ✚ Setting expectations for developing knowledge and skills within the setting's community (staff, learners, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.

- ✚ Early identification of need for vulnerable learners and provision of proportionate interventions to promote their welfare and safety.
- ✚ Working in partnership with learners, parents, and other agencies in the Local Safeguarding Partnership.

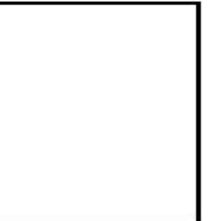
St. Paul's Nursery School and Children's Centre is named as a relevant agency in the Local Safeguarding Partnership (Keeping Bristol Safe Partnership). This policy sets out its statutory duty to co-operate, follow and comply with published arrangements as set out by the Keeping Bristol Safe Partnership.

1.5 Professional expectations, roles, and responsibilities

1.5.1 Role of all staff

- ✚ All staff will read and understand Part one of Keeping Children Safe in Education. The Part one overview may be used as a complementary quick reference, but it does not replace the requirement for staff to read Part one.
- ✚ In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding and Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing from education; and the role of the DSL.
- ✚ Know who and how to contact the DSL and any deputies, the Chair of Governors and the Governor responsible for safeguarding.
- ✚ All staff will be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:
 - who may need help at an earlier stage, including where there are emerging concerns, indicators of exploitation, modern slavery, abusive, violent or harmful behaviour, or where a child may be at risk of extra-familial harm.
 - who may need a social worker and may be experiencing abuse, neglect or exploitation.
 - requiring mental health support.
 - may benefit from early help.
 - where there is a radicalisation concern.
 - where a crime may have been committed.
- ✚ Be clear as to the setting's policy and procedures about [child-on-child abuse](#), children missing from education and [those requiring mental health support](#), and the [impact of technology in relation to online safety](#).
- ✚ Be involved where appropriate, in the implementation of individual
 - plans to further safeguard vulnerable learners and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- ✚ Record concerns appropriately and in a timely manner by using the setting's safeguarding systems.
- ✚ To be aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the school.

- ✚ All staff will understand that children may not feel ready or able to tell someone they are being abused, exploited or neglected, and that professional curiosity, respectful enquiry and timely information sharing are important to early identification.

					
Robin	Dilly	Tiff	Sarah	Hayley	Michaela
Associate Head, Designated Safeguarding Lead	Deputy Head, Deputy Designated Safeguarding Lead	Baby Lead Deputy Designated Safeguarding Lead	Inclusion Lead Deputy Designated Safeguarding Lead	Two's Lead Deputy Designated Safeguarding Lead	Chair of Governors Safeguarding Governor

1.5.2 - Role of the Designated Safeguarding Lead (DSL)

Duties are further outlined in Keeping Children Safe in Education (Annex C)

DSL Team

Robin Taylor	Designated Safeguarding Lead/Associate Head teacher
Dilly Baldwin	Deputy Head/Deputy DSL/SENCO
Hayley Franklin	Deputy DSL/Early Years Two Lead Practitioner
Tiff Osborne	Deputy DSL/Baby Room Lead Practitioner
Sarah Pocock	Deputy DSL/Inclusion Lead
Michaela Willcox	Chair of Governors/Safeguarding Governor

Details of our DSL and Deputy DSL are available on the St Paul's Nursery School and Children's Centre website, our newsletters, or the notice board in reception.

- ✚ The DSL is a senior member of staff who undertakes lead responsibility for safeguarding and child protection within the setting.
- ✚ The DSL works with the Headteacher/Principal, and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that learners in need are experiencing or have experienced, and identifying the impact that these issues might be having on learner's attendance, engagement and achievement at school or college.
- ✚ Activities include the management of work undertaken by any Deputy DSLs.
- ✚ Lead the early identification of vulnerability of learners and their families from staff through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns, referrals and the rationale for any decisions made are maintained.

- ✚ Maintain oversight of early help and Family Help involvement, ensuring the setting contributes relevant information, analysis and challenge where required, and that records clearly evidence decisions, actions and impact.
- ✚ Manages referrals to local safeguarding partners where learners with additional needs have been identified. These can include those –
 - who need a social worker and may be experiencing abuse, neglect or exploitation
 - requiring mental health support.
 - who may benefit from early help.
 - where there is a radicalisation concern.
 - where a crime may have been committed.

The DSL will also:

- ✚ Work with others – acting as a point of contact for outside agencies about safeguarding.
- ✚ Support and advise other staff in making referrals to other agencies.
- ✚ When required, liaise with the case manager and the Local Authority Designated Officer (LADO) in relation to child protection cases which concern a staff member.
- ✚ Coordinate safeguarding training and raise awareness and understanding to the school community around policies and practice in relation to safeguarding.
- ✚ Help promote educational outcomes by sharing information about vulnerable learners with relevant staff. This includes ensuring that staff:
 - know who these children are,
 - understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
 - Are supported to identify the challenges that children in this group might face.
 - Provide additional academic support or make reasonable adjustments to help children who have **or have had** a social worker to reach their potential.
- ✚ Ensure the successful transfer of the Safeguarding/Child Protection File when a learner moves on to a new setting within 5 days for in year transfer or the first 5 days of the start of a new term.
- ✚ Ensure appropriate safeguarding cover and availability during term time/ any out of hours/out of term activities managed by the school.

1.5.3 - Role of the Governing Body –

Duties are further outlined in Keeping Children Safe in Education (Part 2)

There is a senior board level lead who takes responsibility for the setting's safeguarding responsibility to ensure that safeguarding and child protection practice, process, and policy (including online safety) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding Partnership arrangements (Keeping Bristol Safe Partnership).

- ✚ The appointed Safeguarding Governor will liaise with the Head Teacher/Principal and the DSL to produce an annual report for governors and complete the mandatory S. 175 (biennial safeguarding) audit for the Keeping Bristol Safe Partnership.

- ✚ Ensure that the school remedies any deficiencies or weaknesses brought to its attention without delay.
- ✚ Ensure that this document is updated annually (or when there are significant updates).
- ✚ Ensure that the DSL is an appropriate senior member of setting's senior leadership team and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively.
- ✚ Ensure that the training and learning for the school community is robust and effective.
- ✚ Ensure that learners are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance [Early years foundation stage \(EYFS\) statutory framework](#)
- ✚ Review the [Department for Education filtering and monitoring standards](#) and make sure the setting is compliant with the requirements to meet these duties through discussions with IT staff and service providers.
- ✚ To ensure that teachers, including supply teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe in Education (Part 3).
- ✚ Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to learners, this includes having a process to manage low-level concerns.
- ✚ Ensure that systems are in place for learners to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.
- ✚ Ensure that the setting has systems in place to prevent, identify and respond to child-on-child harm (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting's online safety practices.
- ✚ Ensure that safeguarding arrangements are in place when the school or college premises are used for non-school or college activities, including clear expectations for hirers, safeguarding procedures, suitability checks where relevant, and arrangements for responding to allegations or concerns.
- ✚ Appoint a Designated Teacher to promote the educational achievement for children in care and other care arrangements.

1.6 Safeguarding training for staff

1.6.1 - All staff:

- ✚ Governing bodies and proprietors will ensure that all staff members undergo safeguarding and child protection training (including online safety, which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) at induction.
- ✚ Will receive appropriate safeguarding and child protection refresher training (including online safety incorporating staff responsibilities in relation to filtering and monitoring) at least annually (via formal training, email e-bulletins and staff meetings).
- ✚ All staff must complete FGM awareness training and will understand their legal duty under the Mandatory Reporting Duty (see appendix E)

- ✚ All staff must complete PREVENT awareness training. This is to ensure that they can comply with the legal expectations under the PREVENT duty.
- ✚ Staff training includes clear reference to internal whistleblowing policy, the role of the Local Authority Designated Officer and guidance for escalating concerns.
- ✚ Training and updates will include emerging safeguarding themes, including serious violence, financial exploitation, modern slavery indicators, misogyny, and technology-facilitated abuse.

1.6.2 - Designated Safeguarding Lead and deputies:

- ✚ Will undergo formal training to provide them with the knowledge and skills (including online safety, which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) training required to carry out the role. The training will be updated at least every two years.
- ✚ Deputies will be trained to the same level as the DSL.
- ✚ The DSL and any deputies will liaise with the Local Safeguarding Partnership (Keeping Bristol Safe Partnership) to ensure that their knowledge and skills are updated via e-bulletins, attend DSL network meetings, and take time to read and digest safeguarding bulletins.

1.6.3 - Other training considerations:

- ✚ The governing body will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line with [School Staffing \(England\) Regulations 2009](#).
- ✚ Members of the Senior Leadership Team will make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions will carry out their duties with a safeguarding consideration.
- ✚ The Designated Teacher for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.
- ✚ The mental health lead has access to appropriate training.
- ✚ Training around safeguarding topics in Annex B (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) will be integrated, aligned, and considered as part of a whole school safeguarding approach.
- ✚ Appropriate colleagues have received appropriate training in relation to use of reasonable force and positive handling.

1.7 Safeguarding in the curriculum

St. Paul's Nursery School and Children's Centre is dedicated to ensuring that learners are taught about safeguarding, including online safety. We recognise that a one size fits all approach may not be appropriate for all learners, and a more personalised or contextualised

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approach for more vulnerable learners, victims of abuse and some SEND children might be needed. This is part of a broad and balanced curriculum.

This includes:

- ✚ Working within statutory guidance in respect to [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/early-years-foundation-stage-eyfs-statutory-framework)
- ✚ Personal, Social, Health and Economic (PSHE) education, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, building resilience to radicalisation, e-safety and bullying.
- ✚ Teaching on safeguarding will reflect evolving risks, including healthy relationships, misogyny, harmful sexual behaviour, exploitation, scams and fraud, and the misuse of AI and digital tools.
- ✚ Appropriate filters and monitoring systems are in place to ensure that 'over- blocking' does not lead to unreasonable restrictions as to what learners can be taught about online teaching and safeguarding.
- ✚ The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the Designated Safeguarding Lead and safeguarding team (e.g., to respond to an increase in bullying incidents).
- ✚ Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum.
- ✚ Learners have the opportunity to inform the curriculum via facilitated discussions with their key person and key group.

Key safeguarding areas across the curriculum

Equalities and Anti-discrimination	Prevent	On-line and E-safety	Relationship, Personal Safety, FGM
- Cultural Events and Celebrations - Language-rich environment reflecting community languages - Equalities Group/times - Core Books, Resources - Positive Images - Family Boards, Parent Aspirations - Personal Histories	- Cultural Celebrations - Positive Learning Behaviour Policy + Conflict Resolution - Family Boards, Parent Aspirations	- Practitioner support IT used for research and documentation - IT safe-settings - Safe website guidance for parents and families	- PSHE core offer - Emotional Coaching - Positive Learning Behaviour Policy - NSPCC PANTS approach - Teaching and supporting independence and Self-Care - Parent/family workshops on Self-Care and Toileting
Children confident to ask for help	Neglect, Physical, Emotional and Domestic Abuse	Recognising Risk incl. Stranger Danger	Behaviour as a safeguarding concern/Peer on Peer Abuse
- Key Person Approach - Emotion Cards	- Key Person Approach - PSHE core offer - Emotional Coaching - NSPCC PANTS approach	- Out and about experiences - Physical challenge in Garden, in Forest, in Park - Fire Pit and Cooking experiences	- Emotional Coaching - Trauma-informed Practice - Positive Learning Behaviour Policy + Conflict Resolution
Attendance	Emotional Well-Being and Mental Health		
- Welcome Times - Key Person Approach - Attendance and Punctuality Policy	- PSHE core offer - Emotional Coaching - Trauma-informed Practice		

1.8 Safer recruitment and safer working practice

1.8.1 - Safer recruitment

St. Paul's Nursery School and Children's Centre pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (Part 3).

- ✚ This includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.
- ✚ Also including undertaking online safety checks on shortlisted candidates. Undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity.
- ✚ All recruitment materials will include reference to St. Paul's Nursery School and Children's Centre's commitment to safeguarding and promoting the wellbeing of learners.
- ✚ Before appointment, the setting will determine whether the role is regulated activity and will ensure that the level of DBS, barred list and other pre-appointment checks are proportionate to the role, supervision arrangements and duties to be undertaken. The single central record will be updated accurately and promptly.
- ✚ Also includes informing staff and prospective staff that they must disclose any information which may affect their suitability to work with children, including, but not limited to, arrests, charges, convictions, court orders, reprimands and warnings (whether received before or during their employment at the setting).

1.8.2 - Use of reasonable force

'Reasonable force' refers to the physical contact to restrain and control children using no more force than is needed.' The use of reasonable force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be considered.

- The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance ([Use of Reasonable Force in Schools 2013](#); [Reducing the need for restraint and restrictive intervention, 2019](#)).
- There is robust recording of any incident where positive handling or restraint has been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family.

The process around how the setting manages concerns where a professional may pose a risk to children and our response to low-level concerns can be accessed in section [2.8 Allegations of abuse made against professionals](#).

Where adults supervise children on work experience, placements, off-site activities or other school-arranged activity, the setting will consider whether the activity is regulated activity and will seek assurance about supervision, safeguarding arrangements and any checks required.

1.8.3 - Whistleblowing procedures

Staff are aware of the following whistleblowing channels for situations where they feel unable to raise an issue with the senior leadership team or feel that their genuine concerns are not being addressed:

- ✚ General guidance can be found at: Advice on whistleblowing <https://www.gov.uk/whistleblowing>.
- ✚ The NSPCC whistleblowing helpline is available [here](#) for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.
- ✚ The above channels are clearly accessible to all staff (in the staff handbook, code of conduct and on staff notice boards).

1.9 Key safeguarding areas

These topics are themes that can impact on children and families, there are specific areas of safeguarding that the setting has statutory responsibilities to address which are hyperlinked:

- ✚ Children in the court system – Guidance to support children is available
 - [Young witness booklet for 5 to 11 year olds - GOV.UK \(www.gov.uk\)](#)
 - [Young witness booklet for 12 to 17 year olds - GOV.UK \(www.gov.uk\)](#)
- ✚ Children affected by parental offending/imprisonment.
- ✚ [Children missing from education](#) – including persistent absence.
- ✚ [Child Exploitation](#) (including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking)
- ✚ Cybercrime
- ✚ Modern slavery, including trafficking, servitude, forced or compulsory labour, and indicators that a child may be controlled or moved for the purpose of exploitation.
- ✚ [Domestic Abuse](#)
- ✚ Homelessness
- ✚ So-called Honour based Abuse (including Female Genital Mutilation and Forced Marriage),
- ✚ [Online Safety](#)
- ✚ [Mental health](#)
- ✚ [Child on child abuse](#):
 - Bullying (including cyberbullying, prejudice-based and discriminatory bullying).

- Abuse in intimate personal relationships between children (also known as teenage relationship abuse).
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
 - Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
 - Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
 - Consensual and non-consensual self-generated intimate images and/or videos, including AI-generated or manipulated content such as deepfakes.
 - Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
 - Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
 - Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- ✚ [Preventing Radicalisation \(The Prevent Duty\)](#)
 - ✚ [Serious Youth Violence](#)
 - ✚ Substance Misuse
 - ✚ [Private Fostering](#)
 - ✚ [Young Carers](#)
 - ✚ Forced Migration
 - ✚ Financial exploitation, including where children are coerced, controlled or manipulated in relation to money, debt, benefits, gifts, transport or access to goods.

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education (Annex B); the [NSPCC website - Types of Abuse](#); And for localised resources for education settings [The Bristol Safeguarding in Education website](#).

PART 2: Procedures

2.1 Reporting concerns

All staff are clear about recording and reporting concerns to the DSL or deputies in a timely way. If a child is in immediate danger, staff should phone the police.

All staff are aware of and follow the procedures to respond to a concern about a child detailed in [Appendix B](#). This includes responses to child-on-child harm and children who present with a mental health need.

At St. Paul's Nursery School and Children's Centre learners can raise their concerns with their keyperson or any adult at the Centre and they will be treated seriously.

Children should be able to access more than one trusted route for reporting concerns, including face-to-face, written and, where appropriate, digital methods. These arrangements should be well promoted, accessible and understood.

2.2 Information Sharing

St. Paul's Nursery School and Children's Centre is committed to have due regard to relevant data protection principles which allow for sharing (and withholding) personal information as provided for in the [Data protection Act 2018](#) and [UK General Data Protection Regulations](#). This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as 'special category personal data'.

Staff at the setting are aware that:

- ✚ 'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data.
- ✚ Practitioners will seek consent to share data where possible in line with [Information Sharing for Safeguarding Practitioners 2024](#).
- ✚ It is recommended that staff should read the [Department for Education Data Protection Guidance for Schools](#).

There may be times when it is necessary to share information without consent such as:

- ✚ To gain consent would place the child at risk,
- ✚ By doing so will compromise a criminal investigation,
- ✚ It cannot be reasonably expected that a practitioner gains consent,
- ✚ Or, if by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

There are also times when St. Paul's Nursery School and Children's Centre will not provide pupil's personal data where the serious harm test under legislation is met, (by sharing the

information the child may be at further risk). When in doubt St. Paul's Nursery School and Children's Centre will seek legal advice.

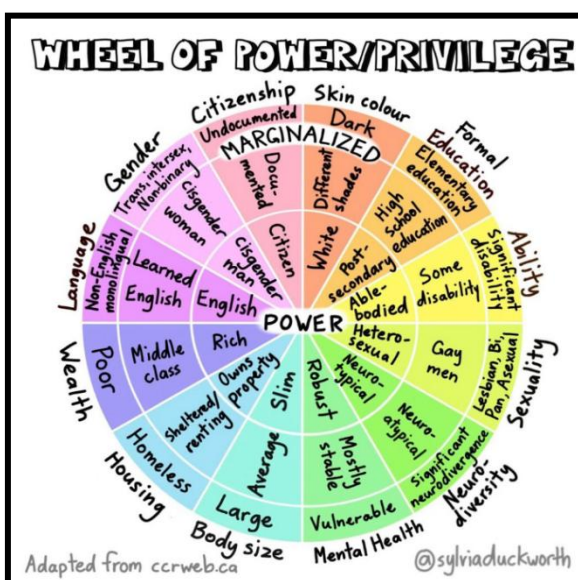
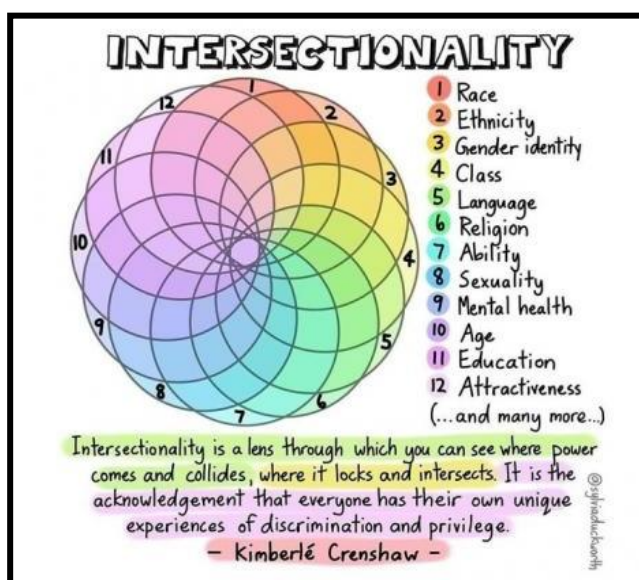
The Data Protection Act 2018 and UK General Data Protection Regulations do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Where information is shared, the setting will ensure decisions are necessary, proportionate, relevant, accurate, timely and secure, and that the rationale is clearly recorded.

2.3 Identifying and monitoring the needs of vulnerable children.

The DSL and Deputy DSL will regularly review and monitor those children who have been identified as vulnerable. This can include reviewing attendance data, behaviour data, attainment data and safeguarding records. This is to ensure that:

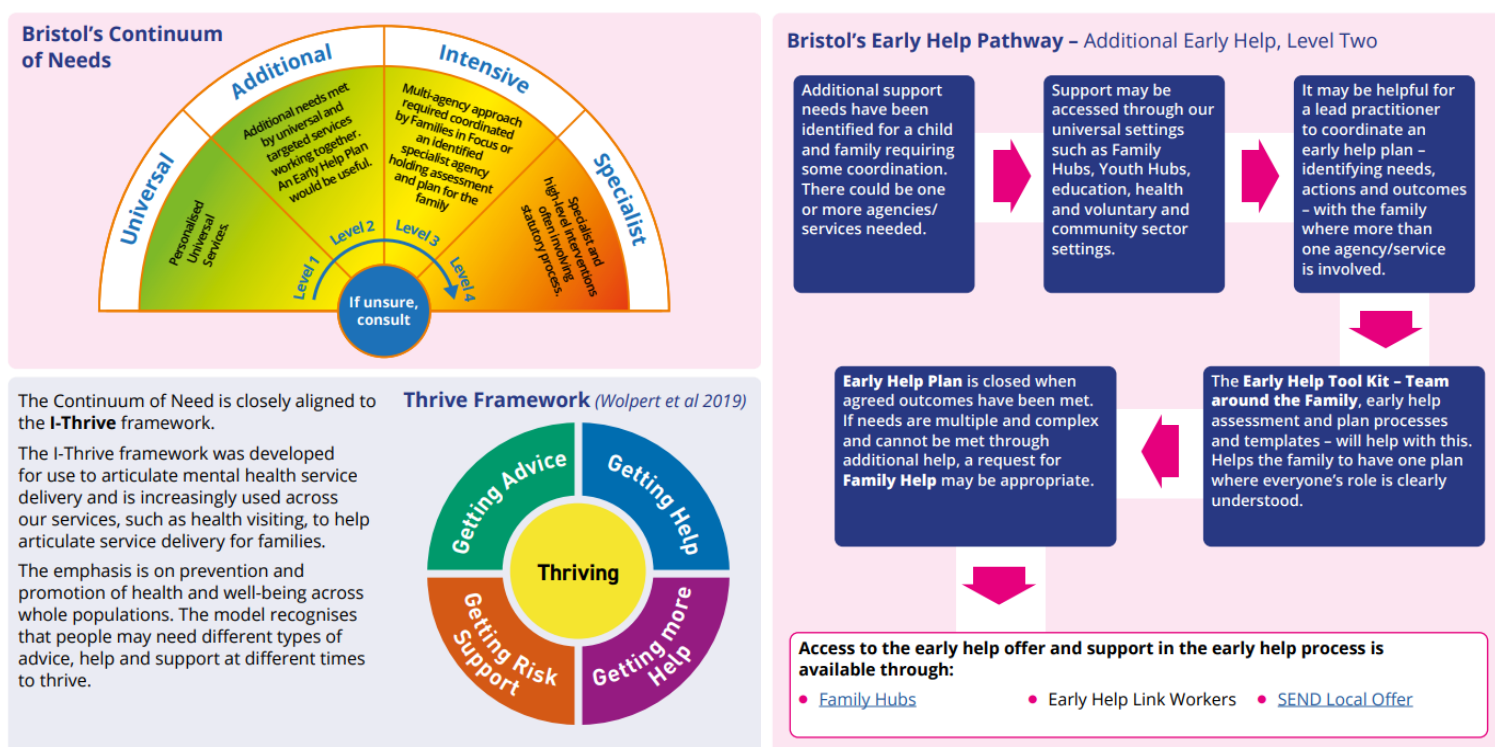
- ✚ Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm.
- ✚ Information about vulnerable learners is shared with teachers and school and college leadership staff to promote educational outcomes.
- ✚ Learners who currently have, or have had, a social worker will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential.
- ✚ Reasonable adjustments are made in relation to school or college-based interventions – for example, responding to behaviour. Children who have been repeatedly removed from the classroom, placed on a part-time timetable, or whose attendance indicates emerging concern will be considered for early help, safeguarding review and proportionate multi-agency discussion where needed.
- ✚ St. Paul's Nursery School and Children's Centre can support learners who may have intersecting protected characteristics. St. Paul's Nursery School and Children's Centre recognises those with **protected characteristics** are likely to be more vulnerable to negative experiences of discrimination both explicitly and or systemically.
- ✚ St. Paul's Nursery School and Children's Centre will work in the **best interests of the child** in compliance with their equality and human rights legal duties.



2.4 Multi-agency working

St. Paul's Nursery School and Children's Centre is a relevant agency in the Keeping Bristol Safe Partnership and will work together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This follows statutory guidance [Working Together to Safeguard Children](#)

The setting will understand and apply local safeguarding thresholds, including access to early help and Family Help arrangements, and will contribute information and professional analysis promptly so that children and families receive the right support at the right time.



<https://www.bristol.gov.uk/files/documents/10912-bd18347-bristols-early-help-offer/file>

Occasions that warrant a statutory assessment under the Children Act 1989:

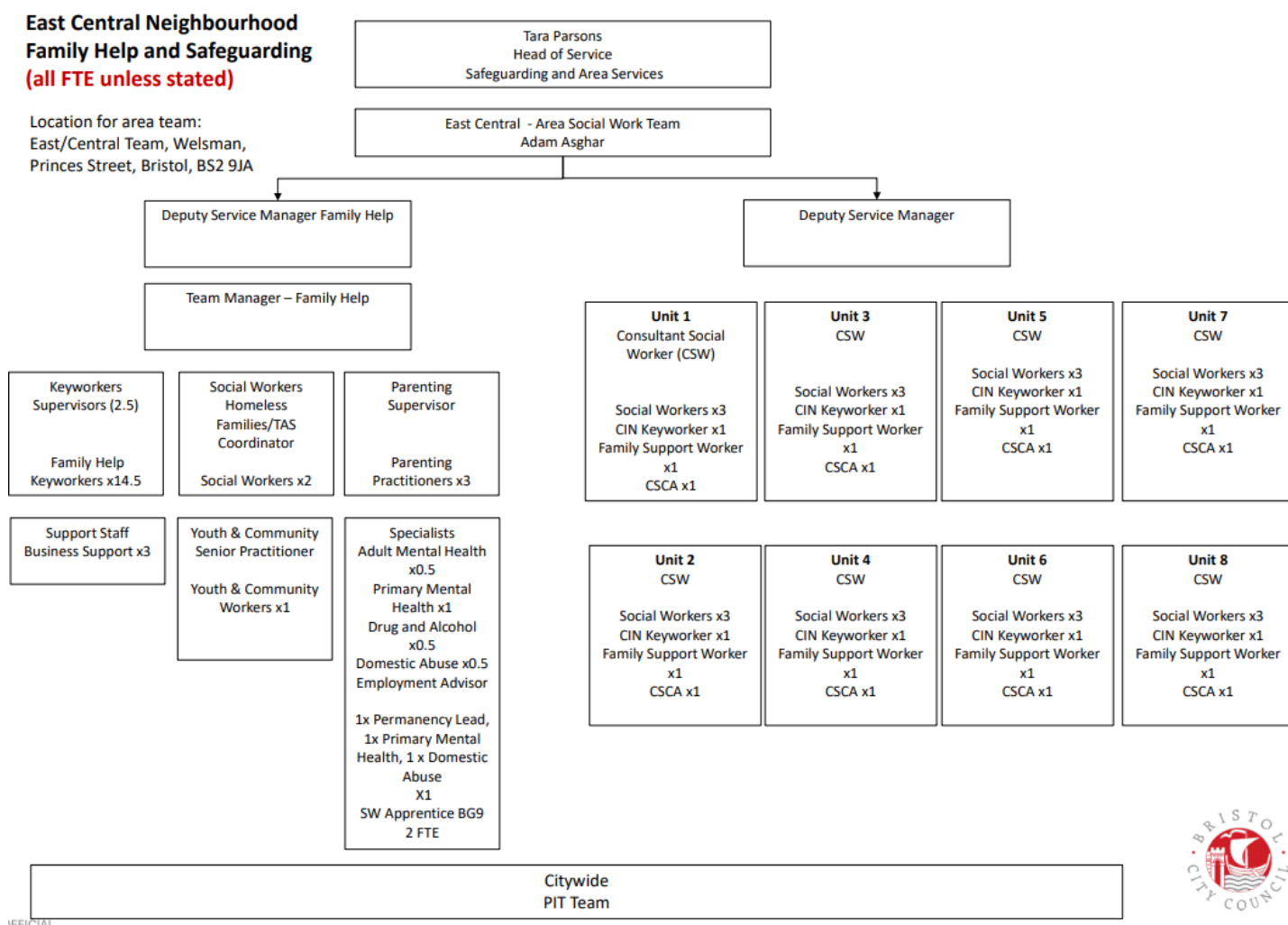
- ✚ If the child is in need under s.17 of the Children Act 1989 (including when a child is a young carer and or subject to a private fostering arrangement).
- ✚ Or if the child needs protection under s.47 of the Children Act 1989 where they are experiencing significant harm, or likely to experience significant harm.

Referrals in these cases should be made by the DSL (or Deputy DSLs) to Children's Social Care in the local authority in which that child resides. The list of safeguarding contact and other key agencies are listed in [Appendix B](#).

Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager. If the child is a child in care, notification should also be made to the [Hope Virtual School](#).

Safeguarding and Child Protection Policy and Procedures 2026-2027

St. Paul's Nursery School and Children's Centre will co-operate with any statutory safeguarding assessments conducted by children's social care: this includes ensuring representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings



2.4.1 Additional considerations:

- Where a learner and/or their family is subject to an inter-agency child protection plan or a Multi- Agency Risk Assessment Conference (MARAC) meeting, the setting will contribute to the preparation, implementation, and review of the plan as appropriate.
- In situations where a child in care may be put on to a reduced timetable, the school will consult with the Hope Virtual School following local procedures.
- If a crime has been suspected or committed that involved the bringing of an offensive weapon on to the school site, the setting will liaise with the Local Authority Violence Reduction Unit (Safer Connections) who will consider a proportionate response.
- If there is a risk of harm, the police should be called via 999. For other concerns of criminality, the non-statutory guidance ['When to Call the Police' from the NCPCC](#) can be helpful or contact your r/[Neighbourhood Policing Team](#).

- In the rare event that a child death occurs, or a child is seriously harmed, St. Paul's Nursery School and Children's Centre will notify the Keeping Bristol Safe Partnership as soon as is reasonably possible.

2.5 Suspensions, permanent exclusions, and commissioning of Alternative Provisions - (To be read in conjunction with the Behaviour Policy)

When the setting is considering suspending or permanently excluding a learner where additional vulnerability is identified it is important that the learner's welfare is a paramount consideration. The Head Teacher will consider their legal duty of care when sending a learner home and should be alert to the need for early help for a child who:

- ✚ is frequently missing/goes missing from education, home or care
- ✚ has experienced multiple suspensions, is at risk of being permanently excluded from school or college or is in alternative provision or a pupil referral unit

St. Paul's Nursery School and Children's Centre will exercise their legal duties in relation to their interventions. This includes:

- ✚ whether a statutory assessment should be considered in line with the principles of [Children Act 1989](#),
- ✚ that decisions are made in an anti-discriminatory manner in line with the [Equality Act 2010](#) (including having regard to the [SEND Code of Practice](#))
- ✚ and takes into consideration the learner's rights under the [Human Rights Act 1998](#).
- ✚ Interventions will be consistent with statutory guidance [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

2.5.1 - Actions to take

- ✚ An assessment of need should be undertaken with multi-agency partners with a view to mitigate any identified risk of harm this in line with [2.3 Identifying and monitoring the needs of vulnerable children](#).
- ✚ If the child is subject to a child protection plan or where there is an existing child protection file, we will call a multiagency risk-assessment meeting prior to making the decision to exclude.
- ✚ In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting with the governing body.

2.5.2 - Commissioning Alternative Provisions

In the event where St. Paul's Nursery School and Children's Centre commissions an alternative provision, the local [Alternative Learning Provision process](#) will apply and guidance followed to ensure clear agreement of roles and responsibilities to maintain safeguarding arrangements for children who are not taught on site. The Department of Education has issued two pieces of statutory guidance to which the setting must also have regard to when commissioning a provision:

[Alternative Provision](#)

[Education for children with health needs who cannot attend school](#)

St. Paul's Nursery School and Children's Centre will continue to be responsible for the safeguarding of the child and will make necessary checks on the provider to meet the needs of the child. Reviews will be undertaken regularly to provide assurance that any child in the provision is regularly attending and that the placement continues to be safe and meets the child's need. Written confirmation from the alternative provider will be obtained of the checks on staff that we would otherwise perform for our own staff.

Before and during any alternative provision placement, the setting will obtain and record assurance that safeguarding arrangements are appropriate, including attendance monitoring, information sharing, named contacts, risk assessment, suitability of the provision, and confirmation that relevant safer recruitment checks have been completed.

2.6 Children Missing from Education

A child missing from education is a potential indicator of abuse, neglect or exploitation, or maybe an indicator of need for early help support.

The setting will treat unexplained absence, persistent absence, severe absence, repeated missing episodes and children leaving without a known destination as safeguarding indicators requiring prompt follow-up, information sharing and recording.

Staff should follow procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. These should be reported to the DSL and reviewed in line with [2.3 Identifying and monitoring the needs of vulnerable learners](#).

St. Paul's Nursery School and Children's Centre will follow the guidance detailed in [Children Missing Education \(2016\)](#) and [Bristol City Council Education Welfare Service – Children Missing Education](#)

This will include notifying the local authority in which the child lives:

- of any pupil who fails to attend school regularly,
- or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority
- when a pupil is removed from roll, joins the school, moves to another setting, is withdrawn for elective home education, or where the school cannot establish the child's whereabouts, in line with local authority processes and the statutory CME guidance.

2.6.1 - Elective Home Education

St. Paul's Nursery School and Children's Centre will notify the Local Authority of every learner where a parent has exercised their right to educate their child at home. Safeguarding files should be shared with the Local Authority Elective Home Education service and consideration of whether additional support from children's social care should be made in line with the Children Act 1989.

Elective home education decisions should be considered carefully where there are existing safeguarding concerns, patterns of poor attendance, exploitation concerns or disengagement from education, and the setting should share relevant safeguarding information promptly with the local authority.

2.7 Respond to incidents of child-on-child abuse

(There is a flow diagram in [Appendix B](#) that illustrates this section).

All staff should recognise that children can abuse other children (including online). It is important that incidents of abuse and harm are treated under safeguarding policy in conjunction with the behaviour policy. However, concerns regarding the welfare of children requires process and records to be kept on the child's safeguarding/child protection file.

This includes recognising harmful sexual behaviour, the role of misogyny in shaping abusive attitudes and behaviour, and the fact that technology can be used to facilitate, amplify or record abuse, including through self-generated intimate images, image-based abuse and AI-generated content.

We recognise that it is important to respond proportionately and in a timely way to all incidents with consideration to the children's age, understanding and experience.

We recognise that a child's behaviour is a form of communication and that they may be being impacted by the child on child harm being experienced by older family members. Our aim is to consider the vulnerabilities of whole family when responding to incidents of child on child harm.

Further examples of child-on-child harm this can be found under section [1.9 Key Safeguarding Areas](#). It is recognised that child-on-child abuse can happen inside and outside of school/college or online.

At St. Paul's Nursery School and Children's Centre we have a 'zero tolerance' approach to abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter,' just having a laugh' or 'part of growing up.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.

- ✚ Even with a zero-tolerance approach, we take steps to educate and take action to ensure we mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.
- ✚ It is understood that child-on-child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- ✚ Early identification of vulnerability to child-on-child abuse is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.

There are clear systems in place (which are well promoted, easily understood and easily accessible) for children to confidently report abuse knowing their concerns will be treated effectively as reflected in section [2.1 Reporting a concern](#) of this policy. St. Paul's Nursery School and Children's Centre will handle initial reports of harm by:

- ✚ Securing the immediate safety of children involved in an incident and sourcing support for other children affected.

- ✚ Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
- ✚ ensuring that victims will never be given the impression that they are creating a problem by reporting any form of abuse, neglect or exploitation. They will never be made to feel ashamed for making a report.
- ✚ Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider setting cohort.
- ✚ 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.
- ✚ Not promising confidentiality as it is highly likely that information will need to be shared with others.

2.7.1 Actions to take in relation to sexual violence and sexual harassment

St. Paul's Nursery School and Children's Centre will take the following actions when responding to incidents of sexual violence and sexual harassment:

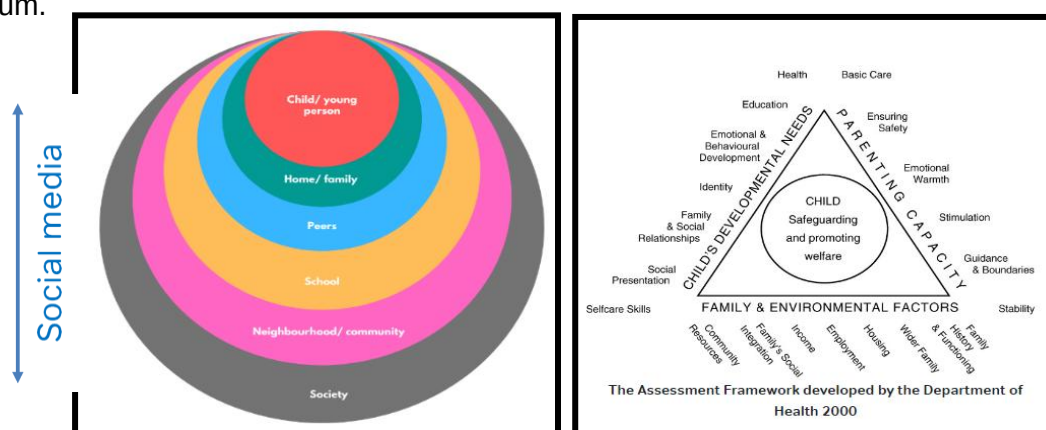
- ✚ Incidents will be reported immediately to the DSL/ Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified. [The Brook - Sexual Behaviours Traffic Light Assessment Tool](#) should be utilised to inform assessment of risk and what actions to subsequently take.
- ✚ DSLs/Deputies will take proportionate action and consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with the section [2.4 - Multi-Agency Working section](#).
- ✚ When an incident involves an act of **sexual violence** (rape, assault by penetration, or sexual assault) the starting point is that this should be passed on to police immediately **regardless** of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability. This is on the understanding that the police will take a welfarist approach rather than a criminal justice one. A concurrent referral to social care must also be made. A strategy can be requested where education can voice explicitly concerns of criminalisation in a multi-agency context.
- ✚ When the children involved require a statutory assessment either under s.17 or s.47 of the Children Act 1989 a referral to social care should be undertaken.
- ✚ Where the report includes an online element, the setting will follow [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](#) and [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- ✚ Risk assessments and or safety plans will be developed for individual children who have been involved in an incident including any bystanders. This should be reviewed at least every 3 months or every time there is an occurrence of an incident. These should involve the child and parents/carers and address contextual risks.

- ✚ Where concerns involve self-generated intimate images, manipulated images or AI-generated content, staff will avoid viewing, copying or forwarding material unless absolutely necessary, and will follow current guidance on searching, screening, confiscation and responding to nude or semi-nude imagery.
- ✚ The setting will consider harmful sexual behaviour, sexual harassment and sexual violence as safeguarding concerns, not simply behaviour issues, and will record decisions, risk assessments, support for those harmed, support and challenge for those who have caused harm, and any wider contextual or cultural actions required.

2.7.2 - Contextual safeguarding approach to child-on-child abuse:

St. Paul's Nursery School and Children's Centre will minimise the risk of child-on-child abuse by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur – this can include the school environment itself, peer groups and the neighbourhood.

Following any incidents of child-on-child abuse, the DSL/Deputies will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.



2.8 Responding to allegations of abuse made against professionals.

Staff must report any concerns or allegations about a professional's behaviour (including supply staff, volunteers, and contractors) where they may 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 they may pose a risk of harm to children; or
- ✚ behaved or may have behaved in a way that indicates they may not be suitable to work with children.

We must inform Ofsted of any allegations of harm or abuse by staff, whether the allegations of harm or abuse are alleged to have been committed on the premises or elsewhere, for example, on a visit. We will notify Ofsted of the action taken in response to the allegations as soon as is reasonably practicable, but in any event within 14 days of the allegations being made.

2.8.1 - Immediate action must be taken:

- ✚ Do not speak to the individual it concerns.
- ✚ Allegations or concerns about colleagues' visitors, volunteers and contractors must be reported directly to the Head Teacher/Principal who will follow guidance in Keeping Children Safe in Education (Part four: Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors).
- ✚ If the concern relates to Head Teacher/Principal it should be reported to the Chair of Governors, who will liaise with the [Local Authority Designated Officer \(LADO\)](#) and they will decide on any action required.
- ✚ If there is a conflict of interest which inhibits this process of reporting, staff can report directly to the LADO.
- ✚ If allegations are regarding a member of supply staff, the school will take the lead and progress enquiries with the LADO, whilst continuing to engage and work with the employment agency.
- ✚ Allegations regarding foster carers or anyone in a position of trust working or volunteering with children should be referred to the LADO on the day that the allegation is reported. The child's allocated social worker should also be informed on the day. The school should not undertake any investigation unless the LADO advises this.

2.8.2 - Low-level concerns

This should be read in conjunction with the staff code of conduct and Keeping children Safe in Education (Part 4). A low-level concern is not insignificant. This process should be used in events where a concern about professional conduct does not meet the threshold set out at the beginning of this section.

- ✚ Reports should be made in accordance with St. Paul's Nursery School and Children's Centre's own processes [i.e. Code of Conduct].
- ✚ Reports should be made to the DSL/Deputy DSL (or the head teacher/principal if it is regarding the DSL).
- ✚ St. Paul's Nursery School and Children's Centre creates an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.
- ✚ The DSL will address unprofessional behaviour and support the individual to correct it at an early stage providing a responsive, sensitive, and proportionate handling of such concerns when they are raised.
- ✚ Patterns of low-level concern will be reviewed to identify themes, culture issues, training needs or wider safeguarding weaknesses.
- ✚ Review and correct any deficits in the setting's safeguarding system.

2.9 Mental health and wellbeing.

(A flow diagram is available in [Appendix B](#) to illustrate this section)

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their learners. 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, and or may require early help support.

The setting recognises that mental health concerns, absence, changes in behaviour, reduced engagement, caring responsibilities or exposure to online harm may indicate unmet need, abuse, neglect or exploitation. Staff will share concerns with the DSL so that safeguarding, early help, Family Help or specialist support can be considered.

St. Paul's Nursery School and Children's Centre will commit to undertake the following.

- ✚ The appointment of a Trauma Informed Practice and PSED lead who can support the development of knowledge and act as a point of expertise to promote the wellbeing and mental health of learners. The TIP/PSED lead will have sufficient training in mental health **and** safeguarding for them to carry out their role effectively.
- ✚ Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.
- ✚ Ensure that children can report and share concerns in line with section [2.1 Reporting a concern](#) of this policy.
- ✚ Staff will follow a safeguarding process in terms of reporting concerns outlined in [Appendix B](#) so the DSL/Deputy DSLs (and wider members of the safeguarding team such as the SENDCo) can assess whether there are any other vulnerabilities can be identified and proportionate support considered.
- ✚ Staff will ensure the immediate health and safety of a child who is displaying acute mental health distress. This may require support from emergency services via 999 if the child is at risk of immediate harm.
- ✚ DSLs/Deputies will consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with section [2.4 - Multi-Agency Working](#).
- ✚ The setting will communicate and work with the learner and parents/carers to ensure that interventions are in the best interests of the child.
- ✚ DSLs will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.
- ✚ Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – DSLs and the senior leadership team should be able to access specialist advice through targeted services or through their locality [Primary Mental Health Specialists from Child and Family Consultation Services](#).

2.9.1 - Contextual safeguarding approach to mental health

St. Paul's Nursery School and Children's Centre will ensure that preventative measures in terms of providing safeguarding on the curriculum will provide opportunities for learners to identify when they may need help, and to develop resilience.

The setting will take a 'whole school approach' to:

- ✚ deliver high quality teaching around mental health and wellbeing on the curriculum
- ✚ having a culture that promotes mental health and wellbeing.
- ✚ having an environment that promotes mental health and wellbeing.
- ✚ making sure pupils and staff are aware of and able to access a range of mental health services.

- ✚ supporting staff wellbeing.
- ✚ being committed to child and parent/carer participation.

2.10 Online Safety

Online safety is an integrated and interwoven theme with other safeguarding considerations. It is essential that the DSL takes a lead on ensuring that interventions are effective. This means coordinating support and engaging with other colleagues in the setting who may have more technological expertise such as the IT manager.

St.Paul's Nursery School and Children's Centre is committed to addressing online safety issues around content, contact, conduct and commerce. This includes:

- ✚ Ensuring that online safety is concerned in relevant policies and procedures.
- ✚ Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum.
- ✚ Children do not have access to mobile and smart technology without a practitioner or member of staff
- ✚ Acknowledging that child-on-child abuse can happen via mobile and smart technology between individuals and groups. This should be approached in the same process outlined in section 2.7 Responding to incidents of child-on-child abuse **and read in conjunction** with **St. Paul's Nursery School and Children's Centre's E-Safety Policy** on the use of mobile smart technology which is available via our website.
- ✚ Provision of education via remote learning will comply with current governmental advice [Providing remote education: guidance for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/providing-remote-education-guidance-for-schools).
- ✚ The effectiveness of the setting's ability to safeguard children in respect to filtering and monitoring, information security and access management alongside the above will be reviewed annually in line with the digital and technology standards in schools and colleges [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges)
- ✚ Online safety arrangements will consider how children may be harmed through AI-enabled manipulation, sexualised or humiliating image generation, fraud, coercion, impersonation and other forms of technology-facilitated abuse.
- ✚ The setting will assess and respond to emerging technology risks, including AI-generated imagery, deepfakes, cyber-enabled coercion, and the misuse of generative tools to bully, humiliate, exploit or abuse children.
- ✚ Online safety leadership will include regular review of filtering and monitoring, information security, access management, mobile and smart technology use, staff training, curriculum content and responses to online incidents, with evidence of decisions and actions retained for governance assurance.

St. Paul's Nursery School and Children's Centre uses the **Kerio Control content filter system**. This is a firewall that protects against malicious websites and inappropriate online content by blocking user access to certain categories of websites, applications and services. This includes but is not limited to:

- ✚ Criminal activities – Botnet, Hacking, Piracy and Copyright Theft
- ✚ Child Abuse – Child Abuse images

- ✚ Pornography – child abuse, child inappropriate, nudity, pornography, sex and erotic
- ✚ Unsuitable – abortion, gambling, dating and relationships, gambling, community forums
- ✚ Drugs – illegal drugs, marijuana, tobacco, alcohol

Appendix A – Key Guidance for safeguarding issues.

All key education sector guidance relevant for education settings can be found on the following webpage <https://www.bristolsafeguardingineducation.org/guidance/>

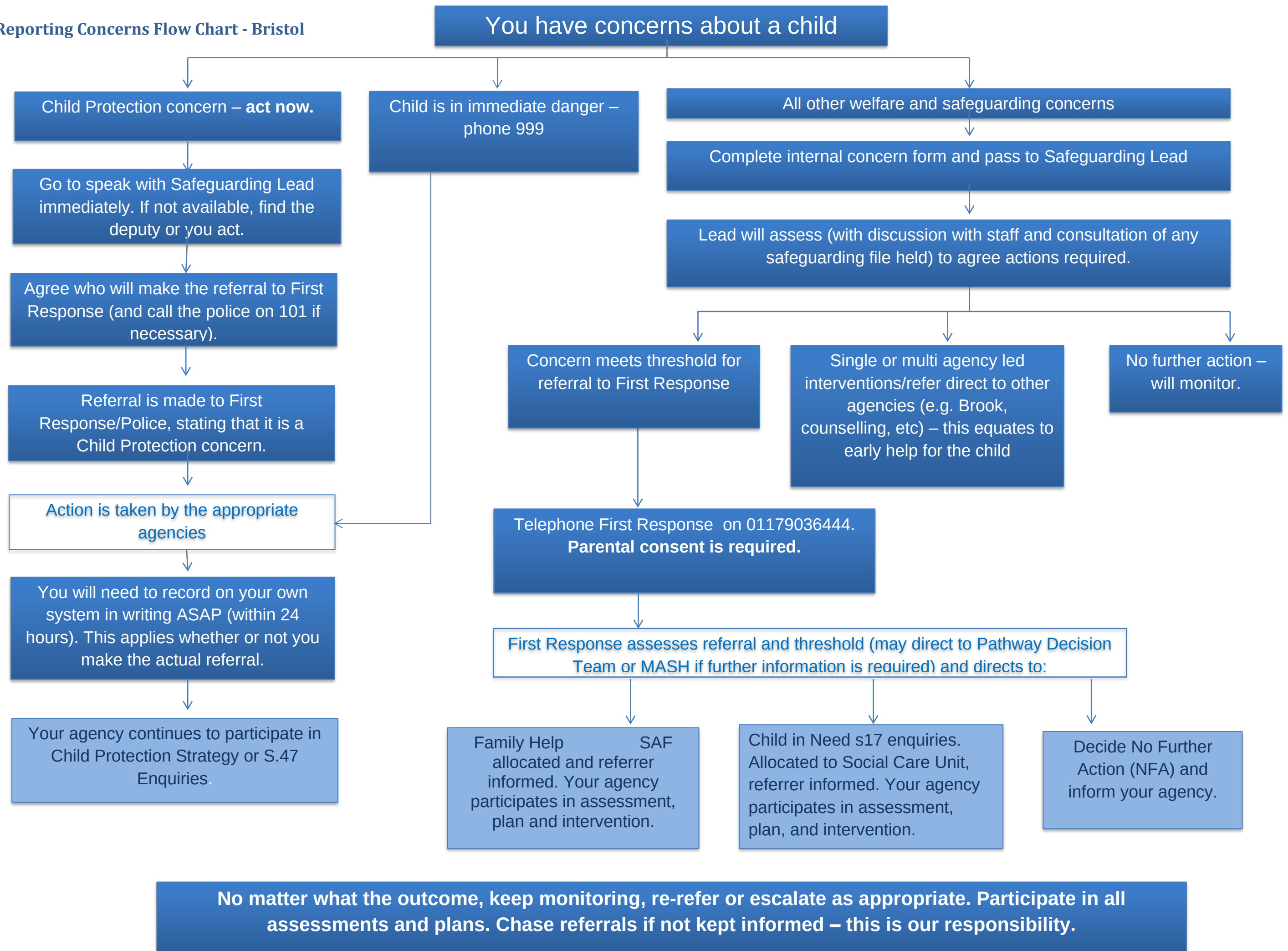
Other multi-agency guidance and policies from the Local Safeguarding Partnerships:

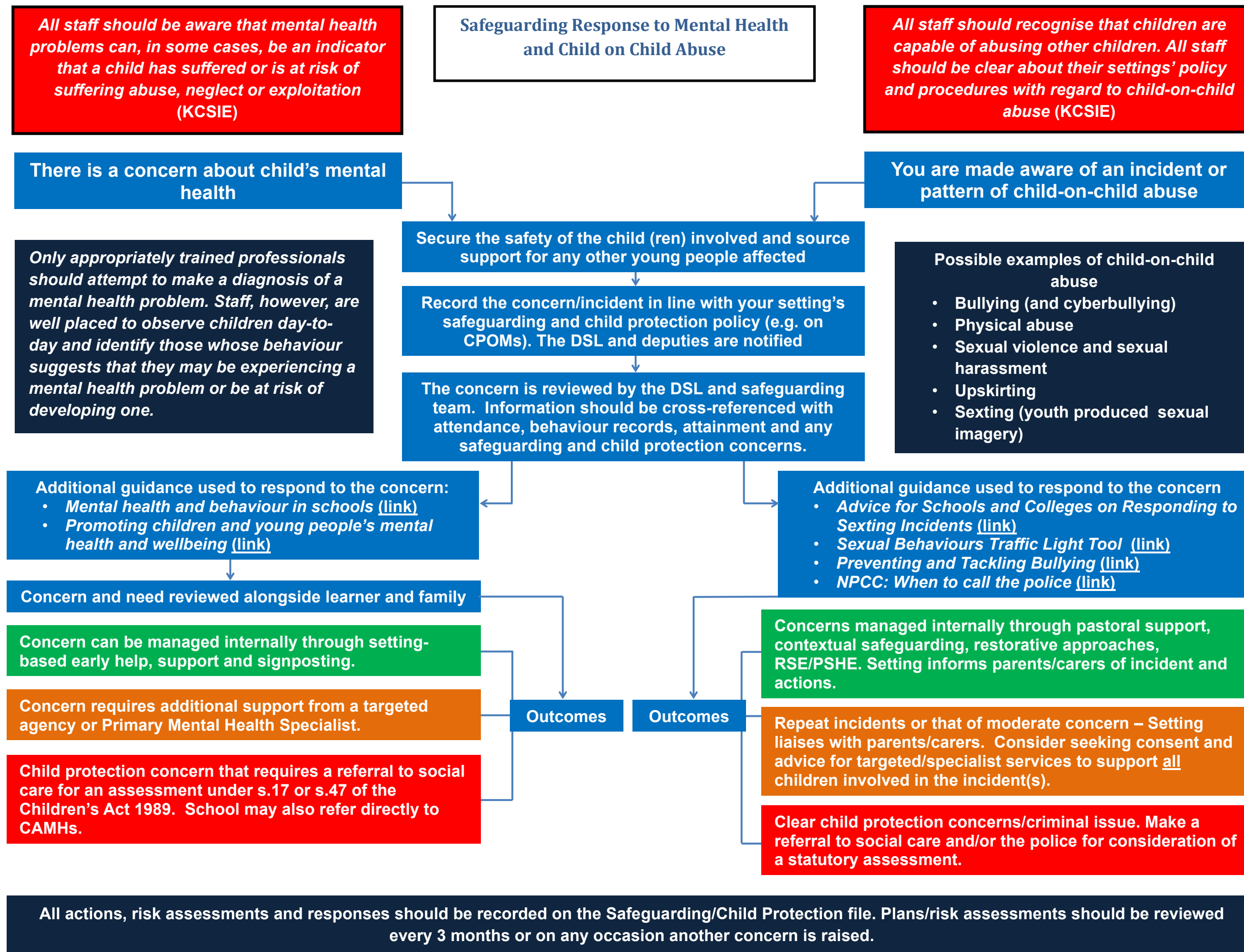
- ✚ For Bristol - [Bristol safeguarding children](#)
- ✚ For South Glos - [South Glos safeguarding children](#)

Appendix B – Reporting concerns

- ✚ Reporting Concerns Flow Chart (Bristol) – [Click here](#)
- ✚ Process flow chart for responding to incidents of child-on-child incidents and Mental Health concerns – [Click here](#)
- ✚ Multiagency safeguarding contacts poster (Bristol) – [Click here](#)
- ✚ For wider local contacts use the following page - [Bristol Safeguarding in Education Local Contacts List](#)
- ✚ Neighbouring Local Authority Contacts - [Click here](#)

Reporting Concerns Flow Chart - Bristol





Multi-agency contacts

Safer Connections	
Partnership Support: To request non-urgent, non-case specific support from the Partnership Team (such as consultations, training, or coordination around emerging concerns) Where a concern relates to a named child or immediate safeguarding risk, follow the relevant safeguarding referral route rather than using the consultation route. E: saferconnections@bristol.gov.uk	
Report a Child Missing from Education	Bristol City Council – Education Welfare https://www.bristol.gov.uk/schools-learning-early-years/children-missing-education-cme
Children affected by Forced Marriage	Forced Marriage Unit T: (0) 20 7008 0151 E: fm@fco.gov.uk
Online Safety Advice	

For urgent online safety concerns where a child is at immediate risk, contact police or children's social care without delay.

Reporting online abuse and grooming	Child Exploitation and Online Protection command https://www.ceop.police.uk/ceop-reporting/	
FGM advice	NSPCC FGM Helpline T: 0800 028 3550 E: fgmhelp@nspcc.org.uk	
Domestic Abuse support (Bristol)	Directorate of local and national services https://www.bristol.gov.uk/crime-emergencies/abuse-violence	
Young Carers – advice and support.	Carers Support Centre T: 0117 958 9980 W: https://www.carerssupportcentre.org.uk/young-carers/contact-young-carers/	
Whistleblowing professional policy	NSPCC Whistleblowing hotline T: 0800 028 0285 E: help@nspcc.org.uk	
Child and Adolescent Mental health (CAMHS)		
Primary Mental Health Specialists (advice) Child and Adolescent Mental Health		
South 0117 3408121	East Central 0117 3408600	North 0117 3546800
Avon and Wiltshire Mental Health Partnership NHS Trust 24/7 crisis line: 0800 953 1919		
Advice around harmful sexualised behaviour.	Be Safe 0117 3408700 W: https://www.awp.nhs.uk/camhs/camhs-services/HSB-services/be-safe	
	Brook Traffic Light Tool CPD: Brook Sexual Behaviours Traffic Light Tool (RSE) Course	

If you have concerns about a child/young person in Bristol

If a child is at immediate risk call the POLICE	POLICE 999	
To make a referral, i.e. a child is likely to suffer or is suffering significant harm, call children's social care.	FIRST RESPONSE - 0117 9036444	
Out of Hours Referrals	EMERGENCY DUTY TEAM - 01454 615 165	
Mental Health Crisis (24 hours, 7 days a week)	Bristol Mental Health - 0300 555 0334	
To raise concerns and ask for advice about radicalisation (also contact First Response).	PREVENT DUTY - 01278 647466 PreventSW@avonandsomerset.police.uk	
To liaise with the specialist Safeguarding Police unit	Lighthouse Safeguarding Unit (Avon and Somerset police) 01278 649228 LighthouseBristol@avonandsomerset.police.uk	
For advice and guidance about whether to make a referral	Family Help	
South 0117 9037770	East Central 0117 3576460	North 0117 3521499

If you have concerns about a professional working with a child...

To raise concerns and ask for guidance in relation to the conduct of someone who works with children	Local Authority Designated Officer - (LADO) T: 0117 9037795 KBSP LADO notification form
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For information, advice and guidance in relation to safeguarding policy and procedures.

<u>Safeguarding in Education Team</u>		
T: 01179222532 E: Safeguardingineducationteam@bristol.gov.uk		
South Advisor Helen Macdonald helen.macdonald@bristol.gov.uk 01179222533	East Central Advisor Elizabeth Male Elizabeth.male@bristol.gov.uk 01179222532	North Advisor Colin Clements Colin.clements@bristol.gov.uk 01179222532

Other Local Authorities Contacts

Local Authority in which the child is resident	Contact details	Out of hours/ Weekend
South Gloucestershire	Access and Responses Team T: 01454 866000 - Monday to Thursday 9.00 – 5.00, 4.30 on Friday E: accessandresponse@southglos.gov.uk W: Access and Response Teams (ART) South Gloucestershire Council (southglos.gov.uk)	Emergency Duty Team 01454 615165
North Somerset	Single Point of Access T: 01275 888 808 –Monday-Thursday 8.45am-5pm, Friday 8.45am-4.30pm W: Children, young people and families North Somerset Council (n-somerset.gov.uk)	
Bath and North East Somerset (BANES)	Children's Social Work Services T: 01225 396312 or 01225 396313 Mon-Thurs 8:30am to 5pm, Friday 08:30-4:30pm E: ChildCare_Duty@bathnes.gov.uk W: Report a concern about a child Bath and North East Somerset Council (bathnes.gov.uk)	

Appendix C - Dealing with a disclosure of abuse, neglect, or exploitation.

When a child tells me about abuse, neglect or exploitation they have suffered, what must I remember?

-  Stay calm.
-  Do not communicate shock, anger or embarrassment.
-  Reassure the child. Tell them you are pleased that they are speaking to you.
-  Never promise confidentiality. Assure them that you will try to help but let the child know that you may have to tell other people in order to do this. State who this will be and why.
-  Encourage the child to talk but do not ask "leading questions" or press for information. Use 'Tell Me, Explain to me, Describe to me' (TED) questioning.
-  Listen and remember.
-  Check that you have understood correctly what the child is trying to tell you.
-  Praise the child for telling you. Communicate that they have a right to be safe and protected.
-  It is inappropriate to make any comments about the alleged perpetrator.
-  Be aware that the child may retract what they have told you. It is essential to record all you have heard.
-  At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. . Record the concern, actions taken, decisions made, the rationale for decisions and any outcome, then share this promptly with the DSL or deputy DSL.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

- The 5 'R's are helpful in understanding what professional's duties are in relation to responding to an incident.

Recognise – Respond – Reassure – Refer – Record

Appendix D - Types of abuse and neglect

Abuse and neglect are defined as the maltreatment of a child whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children.

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. For children with Special Educational Needs and Disabilities (SEND) additional barriers can exist when identifying abuse and neglect, these include:

- ✚ assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration, professional curiosity or safeguarding consideration.
- ✚ being more prone to peer group isolation than other children.
- ✚ the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- ✚ communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEND.

The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children, however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible.

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.

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 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.

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 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.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Staff should also be alert to exploitation, harm outside the home, online harm, financial exploitation, modern slavery and technology-facilitated abuse. These concerns may overlap with the four categories of abuse and should be reported to the DSL without delay.

Further guidance on the classification, risk factors and indicators of neglect can be found in Keeping Bristol Safe Partnership 'Safeguarding Children from Neglect Strategy

This policy should be read in conjunction with the following policies:

<https://bristolsafeguarding.org/media/x1fbn2v1/kbsp-neglect-strategy-final.pdf>

Appendix E Specific actions to take on topical safeguarding issues

General or national guidance is not reproduced in full here. A summary of further information is in Keeping Children Safe in Education Annex A, and access to local guidance can be found in Appendix A of this document. This appendix highlights local and practical actions that settings may need to take in response to topical safeguarding concerns.

In recognition that the threshold of child protection is 'likely to suffer' significant harm, St. Paul's Nursery School and Children's Centre may need to make a referral to children's social care. Where possible, this will involve notifying the parent/carer if it does not place the learner at further risk of harm. In all other circumstances information will be shared in line with section [2.2 Information Sharing](#).

For each topical safeguarding concern, staff should consider: immediate safety, whether the child needs early help or Family Help, whether statutory social care referral is required, whether information should be shared with police or another agency, and what should be recorded on the safeguarding file.

It is also important to recognise the importance of liaising with other education settings who may have siblings attending. It is likely that they may hold additional information which will support early identification of harm and in turn develop your assessment of need.

Harm Outside the Home (HOtH) – including Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), county lines, online harm, modern slavery, child on child abuse.

St. Paul's Nursery School and Children's Centre will ensure that early help intervention is provided as soon as a concern of HOtH is identified. Consultation and advice will be sought from Local Authority and targeted services to consider the appropriate support available. The child and their families will be part of any planning and interventions.

- ✚ If there is evidence that a child is experiencing HOtH St. Paul's Nursery School and Children's Centre will make a referral to First Response on 0117 903 6444.
- ✚ If there is intelligence or information which indicates that the child or group of children are at risk of or involved in criminality, St. Paul's Nursery School and Children's Centre will share information with the police via 101 or online via Avon and Somerset Police's online reporting form: <https://www.avonandsomerset.police.uk/forms/vul> This information will support proactive activity to disrupt criminal activity in relation to exploitation or harm outside the home more broadly.
- ✚ St. Paul's Nursery School and Children's Centre will contact Safer Connections for inter-agency support, consultation, and advice about responding to HOtH and for guidance in implementing contextual safeguarding strategies to improve safety for vulnerable learners. saferconnections@bristol.gov.uk

Safeguarding and Child Protection Policy and Procedures

2026-
2027

This section should be read in conjunction with the above section on Child Criminal Exploitation. Local guidance has been issued on offensive weapons in education settings: Offensive Weapons in Education Settings: Guidance for Education Settings and Weapons in Schools: What should schools do?

Domestic Abuse

Operation Encompass is a national information sharing scheme where education settings are notified when the police are called to an incident of domestic abuse. This scheme enables St. Paul's Nursery School and Children's Centre to take proactive action and make reasonable adjustments in relation to behaviour management and achieving positive educational outcomes.

Under the current information sharing protocol, professionals are **not permitted** to share information without first seeking consent from Avon and Somerset police in case this will put victims and children at further risk of harm. The only exception to this when information is shared with new education setting (part of statutory duties in relation to transfer of the Safeguarding/ Child Protection file, Keeping Children Safe in Education).

St. Paul's Nursery School and Children's Centre will follow Bristol's Local Safeguarding Partnerships procedures when receiving and managing information through Operation Encompass. Our setting will promote an open culture of safeguarding to enable learners and families to disclose and feel safe to talk about their experiences and what support may be required.

Further information can be accessed through the Bristol City Council Safeguarding in Education Team webpages [Operation Encompass](#)

10 Key Principles of Operation Encompass

- 1 Operation Encompass is a unique police and education early intervention safeguarding partnership enabling support for children and young people who have experienced domestic abuse.
- 2 Operation Encompass is every child's right. It should be embedded in every force, in every school, for every child.
- 3 Operation Encompass will ensure that ALL incidents of Domestic Abuse are shared with schools, not just those where an offence can be identified.
- 4 Through Operation Encompass a trained Key Adult in school (Designated Safeguarding Lead) will be notified PRIOR to the start of the next school day that a child has experienced an incident of Domestic Abuse when the police have attended.
- 5 The Key Adult must be a trained Designated or Deputy Designated Safeguarding Lead and should attend a mandatory Police and Education led Operation Encompass briefing. The Key Adult is the person who will receive the information from the police.
- 6 The Key Adult should cascade the necessary awareness training to Governors and all staff so that there is knowledge of the scheme as well as the knowledge about Domestic Abuse and its impact upon children.
- 7 The Key Adult must be notified PRIOR to the start of the school day in order to plan for timely support. This timely knowledge enables all interactions, from when the child first arrives at the school gates, to be of a positive nature.
- 8 Operation Encompass is an integral part of safeguarding and child protection and, as such, should be cited in the school's Safeguarding and Child Protection policies.
- 9 Operation Encompass must lead to a secure record keeping trail. This may be electronic or paper based. All records must be managed at Child Protection level with the highest level of security and confidentiality.
- 10 As part of the school's participation in Operation Encompass the Key Adult must lead in informing all members of the school's community about the project. This includes, but is not limited to, placing information on the school's website, in the prospectus and sending the joint police/school letter to parents.

OPERATION
ENCOMPASS

The National Decision Making Model

We encourage schools to use the National Decision Making Model...

OPERATION
ENCOMPASS

In every force. In every school. For every child.



National Decision Making Model Prompts

- 1 **Gather information & intelligence**
Who is/are the Key Adult(s) that will receive the call? They must be a DSL/DSO.
If the Key Adult is not available to take the call who is the deputy?
What is the contact number? A mobile can be better as the call should come through prior to 8.30am.
How will you record the information? (Information sheet template provided) Where is it kept? Do all DSLs know?
If the main school number is used, office staff need to be briefed to understand the importance of an Operation Encompass call and that whatever the DSLs are doing they must be contacted immediately.
Other people who may answer the telephone prior to the start of the school day must also be aware of actions to take if an Operation Encompass call comes in.
Consider your knowledge of the child after the call.
- 2 **Assess risk & develop working strategy**
Check Child Protection /CN /Concern records, check with class teacher for recent concerns. Brief Class teacher on Operation Encompass call received and Key Adult's decision about type of support to provide.
Initial Support ideas: how to meet and greet, initial nurturing support and welcome, breakfast, uniform, silent support, homework, scripts to give the child to enable them to answer questions from friends.
If CP concerns call Social Care out of hours (before 09:00) or MARU.
- 3 **Consider Powers & Policy**
Inform parents of school's participation in Operation Encompass (letter provided). As part of the project police will notify schools if they attend. Include the information in safeguarding policy, prospectus, school website, entrance hall, link to Operation Encompass website. The supportive culture of the school. School Pastoral Support, if available (PSA, Learning Mentor, Counsellor), locally Pastoral support, LA, Multi Agency Staff training for Domestic Abuse signs, symptoms and support, signposting and parent self-referral, building resilience (mother, child) plans for temporary/ refuge admissions. Tell pupils of the school's involvement, website, Operation Encompass Website, other national websites such as Helpline, Women's Aid. Integrate DA into existing curriculum/ policy (PSHE, RSE), Assemblies, Behaviour: Healthy Relationships.
- 4 **Identify Options & Contingencies**
Use for consultation around the level of support required, school level support, nurturing school environment, Early Help, CAP, CEN CP. Brief set specific school staff available.
File completed, information kept in same way as other CP information sheet in CP records of those children already on CP.
Following initial support consider school based pastoral support, locally support, signposting to PADS, other agencies.
- 5 **Take Action & review what happened**
School's internal monitoring arrangements. Possible consultation with pupils and parent.
DO NOTHING THAT WILL PUT THE NON-ABUSING PARENT OR CHILD IN DANGER.
Be prepared to come across situations and contexts which you could not have planned for.

Female Genital Mutilation

Mandatory reporting duty: [Click here for government guidance](#)

This is a legal duty for all professionals undertaking teaching work to report known cases of FGM to the police via 101. This is when they:

1. Are informed by a girl under 18 that an act of FGM has been carried out on her; or
2. Observe physical signs which appear to show that an act of FGM has been carried out

These cases must be referred to the DSL who will support them to carry out their duty.

It is also advised any referrals made to the police under the mandatory reporting duty is followed up with children's social care so an assessment of need and support is concurrently considered.

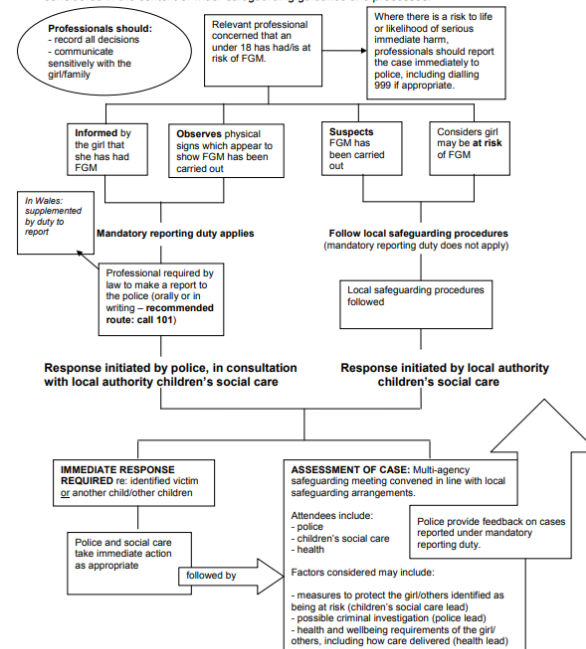
Travel:

National guidance has highlighted going on holiday to a risk affected country is cause for concern, local guidance has been developed to prevent discriminatory action against families from risk affected communities.

- Families are encouraged to notify the education setting when they are looking to travel during term time dates.
- This will prompt a conversation with the DSL/ specialist trained member of staff to discuss and explain what FGM is in that; it is significantly harmful and illegal to practice this.
- The setting will complete an [FGM Referral Risk assessment](#) (available on the [Keeping Bristol Safe Partnership website](#)) with the family to identify any support that the family may require in relation to FGM.
- Proportionate action is taken. Referrals to social care should NOT be automatically made – however should be made if there are high risk concerns identified from the FGM Referral Risk Assessment.
- These assessments should be saved onto the child's Safeguarding/Child Protection file to avoid duplication with new incidents of travel.

Annex A – FGM mandatory reporting process map

This process map is intended to demonstrate where the FGM mandatory reporting duty fits within existing processes. It is not intended to be an exhaustive guide, and should be considered in the context of wider safeguarding guidance and processes.



Online Safety

- ✚ St. Paul's Nursery School and Children's Centre understands and responds to evolving online risks, including AI-generated imagery, deepfakes, cyber-enabled abuse and the misuse of technology to facilitate harmful sexual behaviour.
- ✚ For concerns around individual cases where a child has been harmed through online mediums, advice and guidance can be made through the Professional Online Safeguarding Helpline, T: 0344 381 4772, E: helpline@saferinternet.org.uk
- ✚ Where there have been established cases of online abuse or grooming, the school settings should alert - [Child Exploitation and Online Protection command \(CEOP\)](#)

Mental health – [linked to section within main body of this policy](#)

Harm Outside the Home (HOTH) – including Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), county lines, online harm, modern slavery, child on child abuse.

St. Paul's Nursery School and Children's Centre will ensure that early help intervention is provided as soon as a concern of HOTH is identified. Consultation and advice will be sought from Local Authority and targeted services to consider the appropriate support available. The child and their families will be part of any planning and interventions :

- ✚ If there is evidence that a child is experiencing HOTH [Name of setting] will make a referral to First Response on 0117 903 6444.
- ✚ If there is intelligence or information which indicates that the child or group of children are at risk of or involved in criminality, [Name of setting] will share information with the police via 101 or online via Avon and Somerset Police's online reporting form: [Report child sexual exploitation | Avon and Somerset Police](#) This information will support proactive activity to disrupt criminal activity in relation to exploitation or harm outside the home more broadly.
- ✚ St. Paul's Nursery School and Children's Centre will contact Safer Connections for inter-agency support, consultation, and advice about responding to HOTH and for guidance in implementing contextual safeguarding strategies to improve safety for vulnerable learners. saferconnections@bristol.gov.uk

Serious Youth Violence

- ✚ To be read in conjunction with the above section around Child Criminal Exploitation. There has been local guidance issued on the issue of [Offensive Weapons in Education Settings Guidance for Education Settings](#)
- ✚ **Weapons in Schools: What should schools do?**
- ✚ If a child is found in possession of a knife, bladed item or offensive weapon on school premises, this is likely to constitute a criminal offence. An offensive

weapon is any item made, adapted or intended to cause injury to a person, and there is no 'educational purpose' defence for them being in possession on school site.

- ✚ Indicators of serious violence may include unexplained injuries, absence, changes in friendship groups, fearfulness, coercion, debt, possession of weapons, association with exploitative adults or peers, and online content linked to violence, threats or humiliation.
- ✚ If a knife, bladed article or offensive weapon is found on school premises, the school should call the police **immediately**. As possession is likely to be a criminal offence, investigation of the incident must be led by the police.
- ✚ Schools should focus on immediate safety and safeguarding, including calm, supportive conversations with the child to understand welfare or protection needs, while avoiding investigative questioning if possible.
- ✚ School should make a safeguarding referral if there are additional welfare concerns around the child.
- ✚ The police will notify Youth Justice Services (YJS) within one working day of a child being found in possession of a knife or weapon. The child will be formally interviewed by the police and YYS will begin an assessment of the child's needs, risks and circumstances.
- ✚ YYS will attend the school as soon as possible to speak with the child, alongside the school, family and safeguarding partners. They will offer a minimum of six intervention sessions at school.
- ✚ Safer Connections will support the school with safety planning and contextual safeguarding.
- ✚ Whilst it is acknowledged that the decision to exclude remains with the Head Teacher/Principal it is recommended that consultation with the Safer Connections Team is made so as not to further put the child at further risk of harm if they are excluded.
- ✚ Any response should include a recorded safeguarding assessment, safety planning, consideration of contextual risk, information sharing with relevant agencies and review of whether siblings, peers or locations are also affected.
- ✚ Alternatives to exclusions should be considered first in recognition that by doing so a learner it may be at further risk of harm out in the community.

Preventing Radicalisation - The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

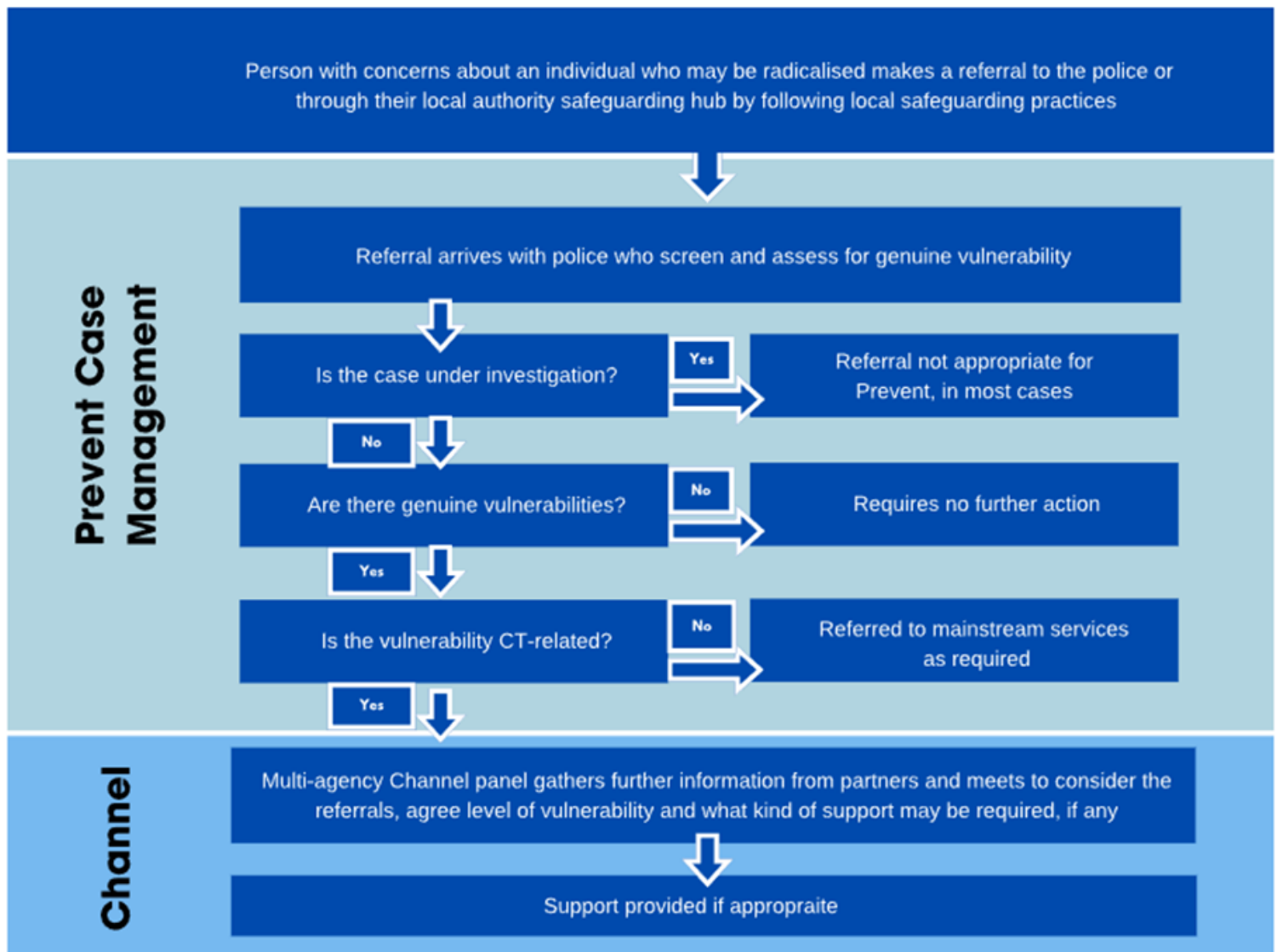
The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially

paragraphs 57-76, which are specifically concerned with schools (and also covers childcare).

Prevent concerns will be managed as part of the setting's wider safeguarding arrangements. Staff should report concerns to the DSL or deputy DSL, who will consider local referral pathways, information sharing, early intervention and whether wider safeguarding needs are present.

The guidance is set out in terms of five general themes:

- ✚ risk assessment
- ✚ working in partnership
- ✚ staff training
- ✚ IT policies
- ✚ Reducing permissive environments, including online environments, where extremist narratives or terrorist content could be accessed, promoted or normalised



Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child:

- ✚ under the age of 16 years (under 18, if disabled)
- ✚ by someone other than a parent or close relative (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.)
- ✚ with the intention that it should last for 28 days or more.

Cases of private fostering arrangements must be reported to children's social care to ensure that needs are adequately assessed and that the local authority can satisfy itself that the arrangement safeguards and promotes the child's welfare.

Statutory guidance states that this should be done at least 6 weeks before the arrangement is due to start or as soon as you are made aware of the arrangements. Not to do so is a criminal offence.

Further support and reasonable adjustments should be made by the education setting to promote achievement of positive educational outcomes.

Where a private fostering arrangement is identified, the setting will record who has been informed, when the referral or notification was made, any advice received, and any support or reasonable adjustments needed to help the child remain safe and engaged in education.

Young Carers

A young carer is a person under 18 who regularly provides emotional and/or practical support and assistance for a family member who is disabled, physically or mentally unwell or who misuses substances.

Young carers may need early help or wider safeguarding support where caring responsibilities affect attendance, punctuality, learning, emotional wellbeing, family relationships or access to wider childhood opportunities.

Staff should consider young carer status alongside attendance, punctuality, fatigue, concentration, homework completion, emotional presentation and family stress, and should avoid relying on the child to manage caring responsibilities without appropriate assessment and support.

The setting will support learners who are young carers to appropriate support. To find out what is available locally visit the [Bristol City Council Website](#)

The Carers Support Centre can undertake an assessment of need and provide bespoke support. For further information and to make a referral visit the [Carers Support Centre website](#).

Children from Forced Migration

Children with a forced migration background may be more vulnerable to criminal or sexual exploitation or may have been trafficked. It is important that staff understand what signs to look out for, and understand the [National Referral Mechanism](#) procedures.

There are other specific safeguarding issues relating to this group for example adultification, age assessments, No Recourse to Public Funds, and coming from countries where practices such as underage or forced marriage or FGM may be more prevalent.

Staff should be alert to trafficking, modern slavery, exploitation, missing episodes, interrupted education, language barriers, trauma, adultification, uncertainty about age, immigration-related stress and barriers to accessing services. Concerns should be discussed with the DSL and referred through local safeguarding pathways where needed.

The setting will support staff to develop and embed a proactive whole school anti-racist approach and adopt a trauma informed approach when supporting these children and their families.

There are a range of specialist support services available in the city that can be accessed for further information visit the [Resources for Refugees and Asylum Seekers in Bristol - Bristol City of Sanctuary web pages](#)

Appendix F : EYFS Annex C : Criteria for effective safeguarding training

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 childminders and assistants 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 childminders and assistants or household member 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 childminders and assistants and other relevant professionals involved in safeguarding.

3. Training for the designated safeguarding lead (DSL) should take account of any advice from the local safeguarding partners or local authority on appropriate training courses. In addition to the areas set out in paragraph 2, training for the DSL must cover the elements listed below:

- How to build a safe organisational culture, including professional curiosity (see appendix G)
- How to ensure safe recruitment.
- How to develop and implement safeguarding policies and procedures.
- If applicable, how to support and work with assistants to safeguard children.
- Local child protection procedures and how to liaise with local statutory children's services agencies and with the local safeguarding partners to safeguard children.
- How to refer and escalate concerns (including as described at paragraph 3.10 of the EYFS).
- How to manage and monitor allegations of abuse against other staff.
- How to ensure internet safety.

Appendix G : Professional Curiosity



Professional Curiosity

Children and young people affected by abuse or neglect rarely tell us so directly – they may be frightened or ashamed, and often they don't realise that their lives are different to anyone else's. This makes it difficult for professionals to identify children who are experiencing or at risk of abuse – to do so we need to be curious about their lives, observant of their behaviour and to really listen to what they are saying to us.

Professional curiosity means exploring every possible indicator of abuse or neglect and trying to understand what the life of that child is like on a day to day basis – their routines, thoughts, feelings and relationships with family members. A professional may have the opportunity to identify abuse and neglect even if they come into contact with a family for an unrelated reason.

In order to be truly curious about a child's life professionals also need to maintain an attitude of **respectful uncertainty**. This means applying a critical eye to the information given by a child's carers rather than just accepting things on face value. Does the explanation given make sense? Is there other information which sheds doubt on their account? Is it possible to independently verify the information given? It is important to acknowledge that we all work in an environment of uncertainty. Nobody can see into the future or know what happens behind closed doors and therefore practitioners need to adjust their understanding of the child's situation in order to take into account changing information and different perspectives. Practitioners also need to be aware that we all carry a level of unconscious bias and that our own culture and background impact on the way we interpret family life. Cultural competence seeks to understand family dynamics and lifestyles in a holistic manner and avoids over-simplifying the impact of culture. An example of common over-simplification would be assuming that it is always best to allocate a family to a worker from the same country or community, when for some this could increase the sense of stigma and make it more difficult for families to be open and honest.

GSCB audit findings

The GSCB conduct thematic audits to learn about multi-agency practice in key areas of focus. Below are some examples of places where greater curiosity is warranted.

- The role of Fathers and other significant men: there is a lack of understanding of the role that male figures play in many children's lives. It is common to read the line "Father is supportive" on assessment forms with no real explanation of what that means for the child on a daily basis.
- Considering the impact on siblings, particularly in cases where there are concerns about the exploitation of children.
- Routine enquiry about familial relationships – many services are only exploring if there are clear indicators or allegations of DV rather than thinking about the impact of relationships in a more holistic manner.



In order to effectively apply the principles of professional curiosity it is crucial that practitioners maintain an open mind – this includes being willing to **think the unthinkable**. People who abuse children do not fit any particular profile. They are not always aggressive and obstructive, may be charismatic, well-educated and sociable. It is natural for a practitioner to want to believe the best of a family, and thinking the unthinkable does not mean assuming the worst. It means keeping an open mind, and being able to think objectively about the evidence presented.

Barriers to curiosity

1. Losing focus on the child through over-identifying with carers
2. Over-optimism
3. Making assumptions
4. Being afraid to raise concerns / question families
5. Time constraints (e.g. due to workload)
6. Lacking the confidence or assertiveness to ask sensitive questions
7. Unconscious bias

How to be curious

1. Explain at the first visit that you may have to ask personal or sensitive questions
2. Never disregard information because it does not fit with your understanding – be open to the unexpected and willing to change your opinion
3. Do not make presumptions about what is happening in a family home
4. Ask questions in an open and relaxed manner – explain that the intention is not to interrogate but to understand
5. Beware of inconsistent explanations, vague or retracted disclosures
6. Do not discount concerns just because they are unproven – concerns may be both valid and impossible to substantiate
7. Explanations from the family need to be collated with observation and other sources of information – is the overall picture consistent?
8. Home visits should include seeing the whole home, especially where the child sleeps
9. Think family – who else has an important role in the child's life? Are they also vulnerable?
10. Seek consent to speak to the professional network – serious case reviews repeatedly find that had all of the information held by different agencies been collated it would have led to a much clearer picture of the risk to the child
11. Be aware of how your own background, culture and beliefs impact on the way you interpret a situation
12. Seek a second opinion – talk any doubts through with an appropriate colleague, i.e. (depending on your role) your designated safeguarding lead, in peer or line supervision or via the MASH consultation line (020 8921 2267)

It is important to ask ourselves whether any of these barriers may be impacting on our ability to be curious – if in doubt speak to your manager or safeguarding lead.

Appendix H – LADO referral considerations

When making a LADO referral we will consider the HARM TEST and assess if it has been met. Has the member of staff :

- ✚ 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

When a concern is raised, we will consider if :

- ✚ the LADO referral clearly meets LADO threshold and harm test
- ✚ we are unsure of the referral has met the harm test and will contact the LADO
- ✚ the referral is a low-level concern (and harm test not met)
- ✚ the behaviour is appropriate and consistent with our code of conduct

If a child discloses, they were harmed or accuses a member of staff has harmed them, we will :

- ✚ ask the child to demonstrate what happened
- ✚ show where on their body and how the physical contact was made
- ✚ Were they hurt?
- ✚ Do they have any marks or injuries?
- ✚ Were there any witnesses?

If there were no witnesses, we will contact the LADO for advice.

When making a LADO referral we will :

- ✚ Complete quick and timely fact-finding – to ensure a LADO referral is made within 24hours where harm test is met
- ✚ Ensure common sense and judgement, following the guidance in Keeping Children Safe in Education
- ✚ Establish the facts and have a detailed written account from the person reporting the concern (this could include writing down the child's words)
- ✚ Ensure we have a full understanding of what happened, when and where the incident occurred
- ✚ Describe the behaviour/s that are causing the concern, number of children involved, frequency of behaviour and impact on children
- ✚ Report any safeguarding concerns and issues in staff personal life that may have transferrable risk to their professional role
- ✚ Ensure we have a list of witnesses
- ✚ Not speak to the member of staff who is the subject of the concern

Appendix I – CPOMS statement as part of Safeguarding booklet for parents

Keeping records about your child's well-being and safety

Nothing is more important than your child's well-being and safety.

Here at St. Paul's Nursery School and Children's Centre, we foster environments where children feel loved, valued and safe.

As part of our responsibilities for your child's safety and well-being, we record observations and incidents, conversations and emails, and any concerns, discussions and decisions on our on-line system – called CPOMS.

Key requirements for keeping records about children's well-being and safety under the statutory guidance Keeping Children Safe in Education (2026) include :

Confidentiality: all recording must be detailed, confidential, securely stored and maintained in a separate file for each child

File Content : keeping clear, comprehensive summaries of records of conversations or concerns, detailing any actions, decisions and outcomes

Transfer to New Setting or School : each child's CPOMS records must go with them to their new setting – this is transferred securely on-line.

Accessibility : parents and carers can access the information upon request

You can find more information, guidance and policies about how we keep your child safe in the safeguarding and well-being section of our website.

Appendix J – Transfer of Safeguarding and Child Protection Files



Sharing of Safeguarding and Child Protection information - Transitions.

This resource has been created under the KBSP Education Reference Group to support and safeguarding learners. If you have any further queries about the process, please contact the safeguardingineducationteam@bristol.gov.uk

Advanced Sharing of Safeguarding information (Supporting vulnerable learners at standard transition points)		
Suggested Time	Actions	Notes
Term 5 First week in May	Feeder settings review their vulnerable cohort who will be moving on to next education setting (e.g. in year 11, year 6, early years). Children with active professional involvement and/ may require additional levels of support are highlighted (RAG rated).	Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes. (KCSIE)
	Highlight any students who have safeguarding information that is relevant to share in advance. Consideration should be given to proportionate sharing of relevant information that will allow the next settings to put advance and/or continued support in place.	In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme and can have that support in place for when the child arrives. More information on the child protection file is in Annex C. www.gov.uk
Second week in May	For those pupils identified in the first two actions setting's Designated Safeguarding Leads: - For early years and primary settings, liaise with family and check on LA databases (EYES) to identify offer and acceptance for primary and or secondary students. - For year 11 cohort, coordinate identifying the main intended destination for students with relevant safeguarding information. Contact the next setting/provider's Designated Safeguarding Lead to arrange a meeting. Consider developing and using a Pupil Passport 'what works for me' (strategies and support that the pupil co-constructs) Meetings have taken place between feeder and receiving settings to share relevant information that will promote the safety and welfare of children undertaking this transition. - Post 16 setting notifies secondary setting of expected enrolment date. The information shared is recorded and stored securely by the receiving setting and added to the child protection/safeguarding file. - For post 16 settings, when the child enrolls. If the child does not enrol in the new academic year the information is deleted and the informs the feeder setting	The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. (www.gov.uk)
Before the summer holidays		
Term 6		
New academic year W/C 01/09/2022		

Transfer of Safeguarding and Child Protection files (Ensuring that information is shared accurately and timely)		
Suggested Time	Actions	Notes
Term 6 Week 1.	Feeder setting's Designated Safeguarding Leads coordinate preparation of files for leavers ready for transfer: - Electronic Safeguarding Recording systems (OPOMS, My Concern) - download and secure storage of child protection/safeguarding information as an encrypted PDF in new academic year. - Paper files are cross referenced to ensure all information is included.	Prioritise students with child protection and safeguarding information. Use your vulnerable children's list /RAG rating for reference.
Start of new academic year w/c 01/09/2022	Feeder setting's Designated Safeguarding Leads should coordinate contacting the next provider: - For Early Years and Primary - arrange file transfer within 5 start of a new term. - For Post 16 - when enrolment has taken place and arrange file transfer within 5 start of a new term. A recent Local Rapid Review has highlighted the need to send the receiving school a list of learners currently open to LA services so they can prioritise reading those files. If child's onward setting is unknown, make reasonable enquiries and consider progressing through your Child Missing Education procedures.	Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. (Information sharing and managing the child protection file, Role of the DSL Annex C) Keeping Children Safe in Education
By end of week 2 in September	Post 16 settings run a report using the MIS to establish the details of enrolled learners and their previous settings. Spreadsheets produced of enrolled learners for each secondary setting.	
By end of week 3 in September	Post 16 settings have sent encrypted spreadsheets of all enrolled learners to secondary Designated Safeguarding Leads. Secondary setting Designated Safeguarding leads - On receipt of spreadsheet coordinate the cross referencing of post 16 spreadsheets with their year 11 cohort lists and initiate any remaining information transfer.	This provides a confirmation to assist 'mop up' of cases which have not yet been sent over to the new setting that may not have been prioritised.
If the file is not received after 5 days	Post 16 settings Designated Safeguarding Lead contacts the Designated Safeguarding Lead at secondary setting to prompt immediate transfer.	
If the file remains outstanding	Escalation to the principal/headteacher should be made before contacting Local Authority Safeguarding in Education Team.	KBSP Escalation of Professional Disagreements - Safeguarding Children—https://bristoltsafeguarding.org/policies-and-guidance/escalation-of-professional-disagreements-safeguarding-children/

Appendix K – Addendum Policy in the event of a national lockdown.

Addendum to the Safeguarding/Child Protection Policy

This document has been developed to reflect changes in practice as a result of the COVID -19 (Coronavirus) outbreak on a local level. Elements of the document have been amended to reflect local arrangements at ST. PAUL’S NURSERY SCHOOL AND CHILDREN’S CENTRE.

It is important that all staff and volunteers are aware of the new policy and are kept up to date as it is revised. The revised policy should continue to be made available publicly.

St. Paul’s Nursery School and Children’s Centre

Date: 06/10/23

Date shared with staff: September 2026

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Background

This guidance has been developed to consider and reflect changes in line with government guidance and local arrangements as a result of the COVID-19 pandemic.

This guidance is relevant to all schools including: maintained, non-maintained, independent, academies, academy trusts, free schools, alternative provision academies, maintained nursery schools and pupil referral units.

Where the guidance refers to ‘colleges’ this includes all of the following: further education colleges, sixth-form colleges, institutions designated as being in the further education sector, other further education providers, funded by the Education and Skills Funding Agency, such as 16 to 19 academies and independent learning providers, including special post-16 institutions.

Practice should reflect statutory guidance Keeping Children Safe in Education (KCSIE) 2019 and St. Paul’s Nursery School and Children’s Centres should continue to have regard to their legislative duty.

The government is preparing legislation to suspend or modify some requirements of schools to enable them to focus on the new arrangements. Schools should focus on safeguarding duties as a priority. Where schools and trusts have concerns about the impact of staff absence – such as their Designated Safeguarding Lead (DSL) or first aiders – they should discuss immediately with the local authority (see further details below) or trust ([Coronavirus \(COVID-19\): school closures](#)).

A full list of up to date government guidance around education St. Paul’s Nursery School and Children’s Centres can be found here - [Coronavirus \(COVID-19\): guidance for schools and other educational St. Paul’s Nursery School and Children’s Centres](#).

What staff and volunteers should do if they have any concerns about a learner

The way this St. Paul's Nursery School and Children's Centre is currently operating in response to concerns about the welfare of a learner, during the COVID – 19 outbreak, is fundamentally the same:

- ✚ With regard to safeguarding, the best interests of learners must always continue to come first.
- ✚ If anyone in a school or college has a safeguarding concern about any learner they should continue to act immediately.
- ✚ A DSL or deputy DSL should be available.
- ✚ It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to learners.
- ✚ Learners should continue to be protected when they are online.

It would be advantageous that staff and volunteers to remind themselves of what they need to look out for by reading [Part 1 of KCSIE 2019](#).

Raising a concern:

All staff and volunteers should read the next section regarding the Designated Safeguarding Lead (and deputies) to know who to speak to if you have identified a concern. You should follow the usual reporting mechanisms if you continue to work in ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE.

As a mechanism to support safeguarding processes, temporary 'cause for concern' sheets are available for any new or temporary staff/volunteers who have been redeployed (or if you are supporting a learner who does not ordinarily attend your St. Paul's Nursery School and Children's Centre). A template is available from [Record Keeping Guidance for Pupil Safeguarding/ Child Protection Files \(KBSP\)](#)

The 'cause for concern' sheets will be scanned on to the learner's Safeguarding/Child Protection File by the DSL/Deputy DSL or sent to the DSL at the learner's original St. Paul's Nursery School and Children's Centre if they have been offered a temporary placement.

All staff and volunteers should act immediately to respond to a safeguarding concern. If a DSL or Deputy DSL is not available for advice, all staff should be aware of the role of the following teams **in emergency situations**:

If a child is at immediate risk call the POLICE	The POLICE 999
To make an URGENT referral, i.e. a child is likely to suffer or is suffering significant harm, call First Response	FIRST RESPONSE 0117 9036444 (Out of Hours Emergency Duty Team 01454 615 165)
To make a NON-URGENT referral, contact FIRST RESPONSE using the online form (must have parental/carers consent).	FIRST RESPONSE Online form https://www.bristol.gov.uk/social-care-health/make-a-referral-to-first-response
To raise concerns and ask for advice about radicalisation (also contact First Response).	PREVENT DUTY 01278 647466 PreventSW@avonandsomerset.police.uk
For advice and guidance about whether to make a referral.	Families in Focus (N) 0117 3521499 Families in Focus (E/C) 0117 3576460 Families in Focus (S) 0117 9037770

Make sure there is a record of your actions, who you spoke to and what the agreed plan of action was. Notify the St. Paul's Nursery School and Children's Centre's DSL/Deputy DSL as soon as possible.

Designated Safeguarding Lead (DSL) (and Deputy) arrangements

All staff and volunteers need to know who the Designated Safeguarding Lead (DSL) and Deputy DSLs are in the St. Paul's Nursery School and Children's Centre.

-  It is optimum practice to have a DSL/Deputy DSL on site at all times.
-  If the DSL/ Deputy DSL is working from home they will be contactable by phone. These contact details have been made accessible to all at the St. Paul's Nursery School and Children's Centre.
-  It is acknowledged that DSL training is very unlikely to take place during this period (although the option of online training can be explored). For the period COVID-19 measures are in place, a DSL (or Deputy DSL) who has been trained will continue to be classed as a trained DSL (or Deputy DSL) even if they miss their refresher training.
-  The [Education Safeguarding Contacts Poster](#) has been made accessible by displaying it in spaces that are being used by staff and volunteers.

In the event that the DSL / Deputy DSL is not at work and uncontactable, ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE has a contingency plan. This plan involves working in partnership, as part of a cluster, with the following schools:

Partner/ cluster DSL/ Deputy DSL contacts during COVID 19 pandemic.		
Name	School	Contact details (Telephone, out of office telephone, email)
Ms. Jet Davis Executive Head Teacher/DSL	Little Hayes and Speedwell Nursery Schools Federation	Little Hayes site 0117 9030405 Speedwell site 0117 9030329 Little Hayes Nursery School Symington Road, Fishponds, Bristol BS16 2LL Email: jet.davis@bristol- schools.uk
Laura Trott Deputy Head/DSL	Redcliffe nursery School and Children's Centre	0117 9030334 Redcliffe Nursery School & Children's Centre Spencer House Ship Lane Redcliffe Bristol BS1 6RR

ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will notify the safeguardingineducationteam@bristol.gov.uk if a change in DSL/Deputy has been made. This is to ensure the LA can support colleagues with the continuity around safeguarding learners.

Cluster working

Arrangements are likely to be fluid and require flexibility. This could include recruitment/ redeployment of teaching/ support staff or supporting students from a partner St. Paul's Nursery School and Children's Centre. There are some basic considerations that ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will take to ensure compliance with statutory guidance:

When working in partnership with other St. Paul's Nursery School and Children's Centres we will consider the following principles:

Children moving schools and colleges:

- ✚ If the vulnerable learner is on roll at ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE, the DSL/ Deputy DSL/SENCO/ or appropriate staff will share relevant safeguarding information with relevant staff at the temporary St. Paul's Nursery School and Children's Centre to ensure that their welfare and safety is promoted.
- ✚ When a safeguarding concern is identified in either St. Paul's Nursery School and Children's Centre, there are clear processes in place to share this information and agreement about what actions are to be taken by which staff and where this is recorded. This sharing of information should be undertaken by the DSL/Deputy DSL – however if not, a member of the Senior Leadership Team (SLT) will take responsibility. ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will also liaise with relevant lead professionals (social care/ the HOPE virtual school).
- ✚ If the vulnerable learner has temporarily moved St. Paul's Nursery School and Children's Centre, key professionals are informed.
- ✚ As a minimum the information shared will include the learner's risk assessment and any other key plans/ documents (where applicable) such as the; vulnerable child's EHC plan, child in need plan, child protection plan and contact details for the Social Worker or, for Children in Care, their personal education plan should be included. If transport is a barrier for learners with a Social Worker, travel arrangements will be considered in consultation with key professionals including the Social Worker (where applicable) and parents.
- ✚ Safeguarding Police notifications are retained at ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE, but knowledge of the notification and some content may be verbally shared, on a need to know basis, with any alternative St. Paul's Nursery School and Children's Centres to promote the student's safety and welfare. Information about who this information is shared with will be recorded on the child's safeguarding file as part of the notification action plan.

Movement of staff

- ✚ If a member of staff has been redeployed to ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE, the DSL will consider the need for safeguarding training. As a minimum they will have a copy of ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE'S child protection/safeguarding policy and confirmation of local processes, and DSL arrangements.
- ✚ ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will ensure appropriate checks have been made against that member of staff.
- ✚ For those who already hold an Enhanced DBS check, there is no expectation that a new DBS check should be obtained if that member of the workforce

temporarily moves to another school or college. ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will seek assurance from the current employer rather than requiring new checks. This will be recorded on the Single Central Record.

- ✚ If the member of staff is filling in duties to support with First Aid or DSL cover, that member of staff will sign to say that they have read the St. Paul's Nursery School and Children's Centre's code of conduct to enable access to relevant recording platforms (First Aid book, CPOMS, other relevant files). This will be recorded on the Single Central Record.

Recruitment of new staff/volunteers

- ✚ Where new staff are recruited, or new volunteers enter ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE, they will be provided with a safeguarding induction. This will include reading the up to date Child Protection/Safeguarding Policy and [part 1 of KCSIE 2019](#).
- ✚ Where ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE is utilising volunteers, we will continue to follow the checking and risk assessment process as set out in [s.167 to s.172 of KCSIE 2019](#).
- ✚ If the new member of staff or volunteer requires a new [DBS check – there has been new guidance issued](#), ID documents will be viewed over video link and scanned images will be used in advance of the DBS check being submitted.

Please seek further advice from the [Safeguarding in Education Team](#) if needed.

First Aid cover:

ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE has considered additional measures to cover first aid, these may include:

- ✚ Online training may be considered where face to face training is unavailable.
- ✚ Working within a cluster to ensure a trained First Aider will be onsite.
- ✚ All staff are reminded of the St. Paul's Nursery School and Children's Centre's procedures in responding, recording and reporting health and safety incidents. First Aid incidents will continue to be recorded and reported as per the St. Paul's Nursery School and Children's Centre's policy. In an emergency staff and volunteers are reminded that they can call '111' or '999' if they are worried or concerned. Parents/Carers will be notified at the earliest convenience if there is a medical/health incident.
- ✚ Where a learner requires the administration of medication an individual risk assessment has been undertaken and this is regularly reviewed.

Partner/ Cluster First Aid cover during COVID-19 pandemic.		
Name	School	Contacts (telephone number)
FIRST AIDER	Little Hayes and Speedwell Nursery Schools Federation	Little Hayes site 0117 9030405 Speedwell site 0117 9030329 Little Hayes Nursery School Symington Road, Fishponds, Bristol BS16 2LL Email: jet.davis@bristol-schools.uk
FIRST AIDER	Redcliffe nursery School and Children's Centre	0117 9030334 Redcliffe Nursery School & Children's Centre Spencer House Ship Lane Redcliffe Bristol BS1 6RR

Local updates

In line with our statutory duties we will offer support for families at a universal level wherever possible. This will be informed by updates from the [Local Authority Education and Skills Directorate](#) and the [Keeping Bristol Safe Partnership](#) and shared with staff as appropriate.

Supporting vulnerable learners (including in the event that the St. Paul's Nursery School and Children's Centre is closed)

ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE has a legal responsibility to promote the safety and wellbeing of the learners who are on our roll including those who are attending on a temporary basis through cluster or partnership arrangements.

Identifying vulnerable learners

- ✚ ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE has a vulnerable learner list which includes the following cohorts in line with latest government advice [Coronavirus \(COVID-19\): guidance on vulnerable children and young people](#).
- ✚ Those who have a social worker (those on Child Protection Plans, Child in Need and Children in Care) and those with Education Health and Care Plans (EHCPs). There has been guidance published from the government: The St. Paul's Nursery School and Children's Centre has included those learners who have been referred to children's social care but not yet appointed a social worker, or those students who would benefit from early help support (This should reflect s.18 of [KCSIE 2019](#). P6 +7).
- ✚ Those learners who you have received police notifications about.
- ✚ Those learners who have [mental health](#) needs.
- ✚ Eligibility for free school meals should not, in or of itself, be a determining factor in assessing vulnerability.

ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE has assessed learners based on existing knowledge of vulnerability and current circumstances using a [Red/Amber/Green](#) (RAG) rating system to ensure we are able to prioritise our resources for the most in need. This will be reviewed on a regular basis.

Assessing, reviewing and taking action.

ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will take proportionate action to support our learners and those who may attend on a temporary basis from other St. Paul's Nursery School and Children's Centres. There will be particular learners who are more vulnerable during the COVID-19 outbreak and it is important that they are identified and regularly reviewed.

Those with social workers/case coordinators

- ✚ For those who have social workers ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will work in partnership with the social worker/case coordinator (with parents and carers). Where it is unclear who the allocated worker is, [Families in Focus](#) will be contacted.
- ✚ For Children in Care ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will also liaise with the [Hope Virtual School](#)
- ✚ There is an expectation that vulnerable students who have a social worker will attend an education St. Paul's Nursery School and Children's Centre, so long as they do not have underlying health conditions that put them at severe risk.
- ✚ In circumstances where a parent does not want to bring their child to an education St. Paul's Nursery School and Children's Centre, and their child is considered vulnerable, the social worker and ST. PAUL'S NURSERY SCHOOL

AND CHILDREN'S CENTRE will explore the reasons for this, directly with the parent/carer.

- ✚ Where parents/carers are concerned about the risk of the child contracting the virus, ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE or social worker will explore these anxieties with the parent/carer following the advice set out by Public Health England.
- ✚ Through a continuous review process and in conjunction with the Social Worker ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will encourage learners to attend. Social workers will remain in contact with vulnerable learners and families, including remotely if needed.
- ✚ ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE and social workers will agree with families whether Children in Need should be attending.
- ✚ ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will follow up on any learner that they were expecting to attend but does not, in line with our attendance procedures. (see [Attendance](#) for more information)
- ✚ To support the above, ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.
- ✚ In all circumstances where a vulnerable learner does not take up their place at ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE, or the temporary place discontinues, ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will notify their social worker.

Those with EHCPs or who have an EHCP request pending

Those with an EHC plan (or plan pending) will be risk-assessed by ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE in consultation with the local authority and parents, to decide whether they need to continue to be offered a place at ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE in order to meet their needs, or whether these can be safely met at home. Please click here for the [EHCP risk assessment](#) and send completed assessments to sen@bristolgov.uk

ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will need to consider a number of different risks, reflected in the risk assessment for each individual (where applicable), including:

- ✚ The potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This must be on an individual basis with advice from an appropriate health professional where required.
- ✚ The risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual St. Paul's Nursery School and Children's Centre

- ✚ The ability of the individual's parents or home to ensure their health and care needs can be met safely
- ✚ The potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered.

It is expected most children and young people with EHC plans will fall into the following categories:

1. Children and young people who would be at significant risk if their education, health and care provision and placement did not continue, namely those who could not safely be supported at home. This may include those with profound and multiple learning difficulties, and those receiving significant levels of personal care support. Local authorities will need to work with the individual's educational St. Paul's Nursery School and Children's Centre – especially residential special schools and specialist colleges – as well as local health partners, to ensure they are able to remain open wherever possible. This may mean deploying staff from other education St. Paul's Nursery School and Children's Centres, to keep staffing ratios safe
2. Children and young people whose needs can be met at home, namely those who are not receiving personal care from their educational St. Paul's Nursery School and Children's Centre, or whose limited need for personal care can be met in their family home.

The Enable Trust has shared two spreadsheets that ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will utilise to support decision making or reviewing its closure status:

- [A whole school overview of your EHCP Pandemic Pupil Risk Assessments,](#)
- [A Pandemic Staff risk assessment overview.](#)

Taking proportionate action:

If the St. Paul's Nursery School and Children's Centre is open for children of Key Workers, those who have EHCPs (or pending), those with social workers (including children in care) **we will take all measures not to exclude** those identified as vulnerable learners (eligible for early help under s.18 of KCSIE 2019. P6 +7).

ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will be flexible around this cohort to be part of a reduced school offer. This will be dependent on the St. Paul's Nursery School and Children's Centre's capacity and agreement with the family.

If they cannot attend (e.g. St. Paul's Nursery School and Children's Centre has closed fully)/will not attend then the St. Paul's Nursery School and Children's Centre will consider taking action in line with the table below (this can form part of a review of your initial RAG rating of vulnerable learners and risk assessments):

RED	- Ensure the St. Paul's Nursery School and Children's Centre has liaised with involved agencies – consider reviewing support/care plans with the social worker/case coordinator/Hope Virtual School. - Schedule and prioritise check ins/ home visits. - Ensure clear methods of communication established for learners and families and the St. Paul's Nursery School and Children's Centre by phone or email. - Consider supporting with referrals to 3rd sector support/youth work/mentoring.
AMBER	- Check in when required. Agree who does this with the social worker/case coordinator if the case is open. - Clear methods of communication established for learners and families and the St. Paul's Nursery School and Children's Centre by phone or email. - Send information for self-referral support if required (click here for some shared resources).
GREEN	- Monitor with check ins from universal teaching staff. - Send information for self-referral support if required (click here for some shared resources).

The St. Paul's Nursery School and Children's Centre will follow:

-  hints and tips of how to have supportive conversations in accordance with APPENDIX A
-  Public Health/NHS guidance for those who will be self-isolating/ displaying symptoms, (or for those who are living with those anyone displaying symptoms).
-  Public Health/NHS guidance around social distancing if conducting a home visit and complete a risk assessment around whether personal protective equipment may be required.

ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE may consider supporting vulnerable students by arranging an alternative placement through the Bristol City Council [ALP Hub](#).

Attendance

See section [Assessing, reviewing and taking action](#) for expectations around attendance.

During this period, St. Paul's Nursery School and Children's Centres do not need to take an attendance register. For administrative purposes Code # (planned whole or partial closure) will be used. ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will submit a short daily return to the DfE ([COVID-19: attendance recording for educational St. Paul's Nursery School and Children's Centres](#)), reporting whether we are open and how many learners and staff are in school. This will generate a record of attendance for safeguarding purposes and provide accurate, up to date data to the government. This will also help DfE to track capacity in the system, enabling the

department to feed into wider tracking of the impact of the virus to support scientific advice.

APPENDIX B - procedures if a child with a Child in Need or Child Protection plan does not attend.

APPENDIX C- procedures if a Child in Care does not attend.

Identifying and responding to peer-on-peer abuse

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer-on-peer abuse is under the age of 18. Some types of Peer on Peer abuse are identified through [s. 27 of KCSIE 2019](#).

Whilst many of the forms of physical harm will be reduced through social distancing, for some vulnerable learners, they may still be at risk of this. It is likely that there is a risk of peer-on-peer harm occurring more frequently online.

ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will continue to educate and provide support for learners who maybe experiencing peer on peer abuse. Learners are likely to continue to seek support from trusted adults such as teachers, pastoral staff as well as parents. Insert ways for parents/students can make contact/report concerns to the St. Paul's Nursery School and Children's Centre. Consider using [SWGFL Whisper tool](#). *As suggested in **Appendix A** it would be positive if there was a generic safeguarding email for the St. Paul's Nursery School and Children's Centre (accessed by all of the St. Paul's Nursery School and Children's Centre's safeguarding team) shared with both the families and students who may be vulnerable to peer-on-peer harm.*

ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will continue to play a role in taking proportionate action to support the wellbeing of learners online, in line with Part 5 of KCSIE 2019.

Keeping safe online

Whilst social distancing measures are in place it is important that St. Paul's Nursery School and Children's Centres consider utilising technology to support students in a safe way. Staff will continue to look out for signs a child may be at risk. Any concerns should be reported as in section [What staff and volunteers should do if they have any concerns about a child](#).

- ✚ Staff will be reminded of the staff behaviour policy (sometimes known as a code of conduct). The staff behaviour policy should amongst other things include

acceptable use of technologies, staff pupil/learner relationships and communication including the use of social media. The policy should apply equally to any existing or new online and distance learning arrangements which are introduced.

- ✚ ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will complete/review a [Data Protection Impact Assessment](#) when planning to use virtual learning opportunities.

Virtual learning:

Recently published guidance from the [UK Safer Internet Centre on safe remote learning](#) and from the [London Grid for Learning on the use of videos and livestreaming](#) , can help plan online lessons and/or activities safely. Staff at ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will take into account these steps when considering virtual learning.

Using social media to communicate with learners at home:

It is **strongly advised staff and volunteers do not use social media platforms** to communicate with students at home. It is unlikely that the safety and welfare of the child will be compromised enough to warrant its usage without the need to notify the police or social care in these cases.

See Appendix A for hints and tips around communicating with learners at home.

What to do if you have concerns about a staff member or volunteer who may pose a safeguarding risk to learners

Any concerns about the conduct of staff/ volunteers should be raised with the Head Teacher/Acting Head Teacher/Principal. In the event that the concern is regarding the Head Teacher/Principal concerns should be raised to the Chair of Governors/MAT CONTACT. The LADO will be contacted before any form of investigation commences.

ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will continue to follow our legal duty to refer to the Disclosure and Baring Service anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at [s.163 of KCSIE 2019](#) and will continue to operate work under Part 4 of KCISE 2019.

Appendix A

Check-ins/Monitoring welfare of vulnerable learners- hints and tips- (delete as appropriate)

Key Activities:

- ✚ ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE has set up a school professional email for the safeguarding team to jointly access. This has been provided to families and young people to enable them to liaise with us if they require help and support.
- ✚ A script has been written to be used by staff when checking in with families to ensure a consistency of approach
- ✚ Staff will continue to act in accordance with the St. Paul's Nursery School and Children's Centre's code of conduct. ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will continue to monitor wellbeing via phone call, email or conducting a home visit (following public health social distancing protocols).
- ✚ Staff will only use school accounts to communicate via email or online platforms, never personal/ private accounts.
- ✚ If a member of staff does need to use their own personal device, they will ensure any phone calls are made from a blocked number so personal contact details are not visible.

Arranging contact:

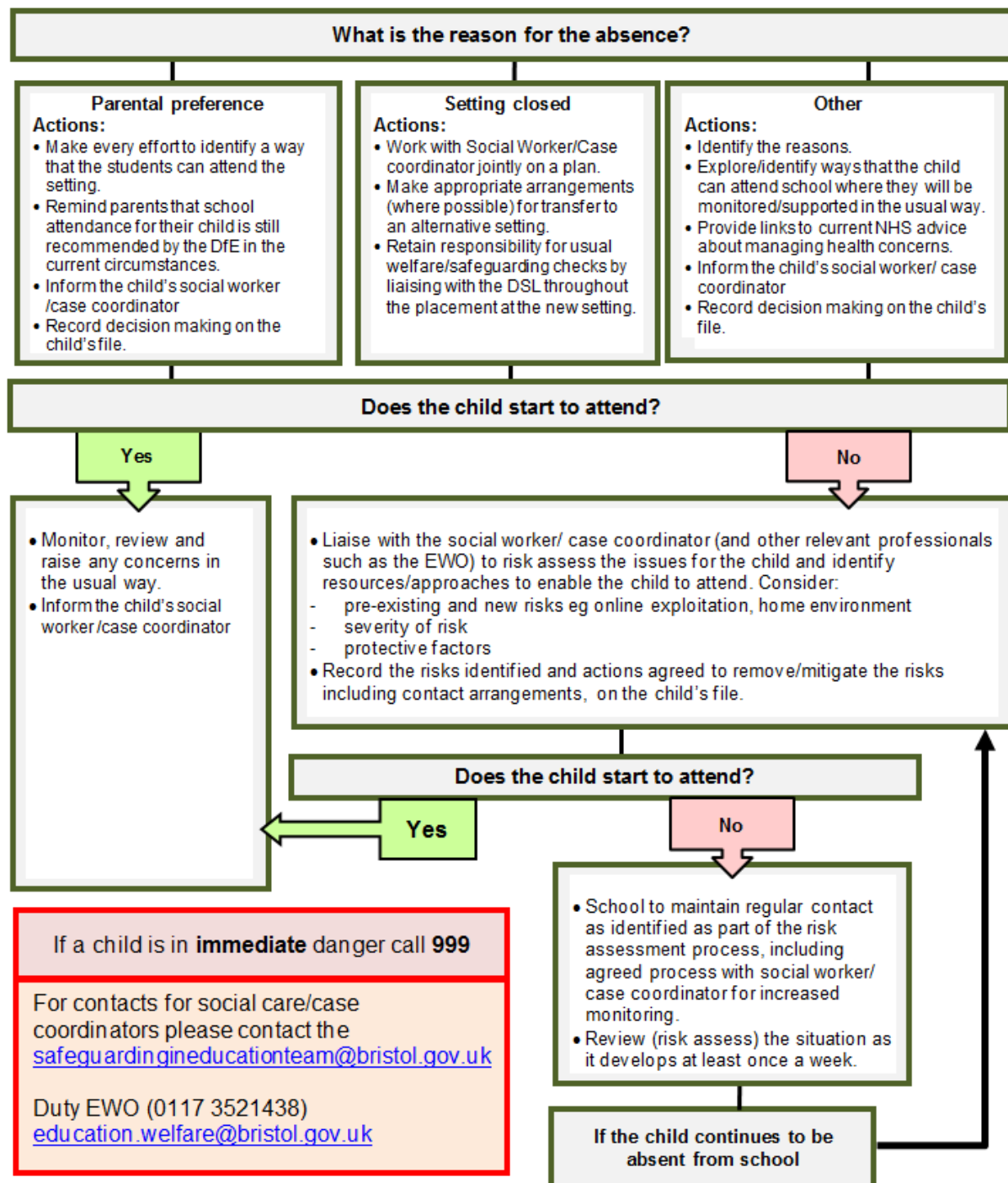
- ✚ ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will liaise with the social worker/ Case Co-ordinator or other key professional if one is involved and contact arrangements are agreed as part of plan.
- ✚ ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will continue to be open with all families of learners that you may need to check in with from time to time to **offer support** and **educational provision** during this difficult time. This maybe a member of the safeguarding team or their class teacher.
- ✚ ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will pre-warn families where possible of contact (for example, by text) – when to expect a call, whether calls are likely to be from a withheld number. This will be supportive call asking how they are and how they are coping.

In circumstances where there are concerns about a learner staff in ST. PAUL'S NURSERY SCHOOL AND CHILDREN'S CENTRE will take into account the following:

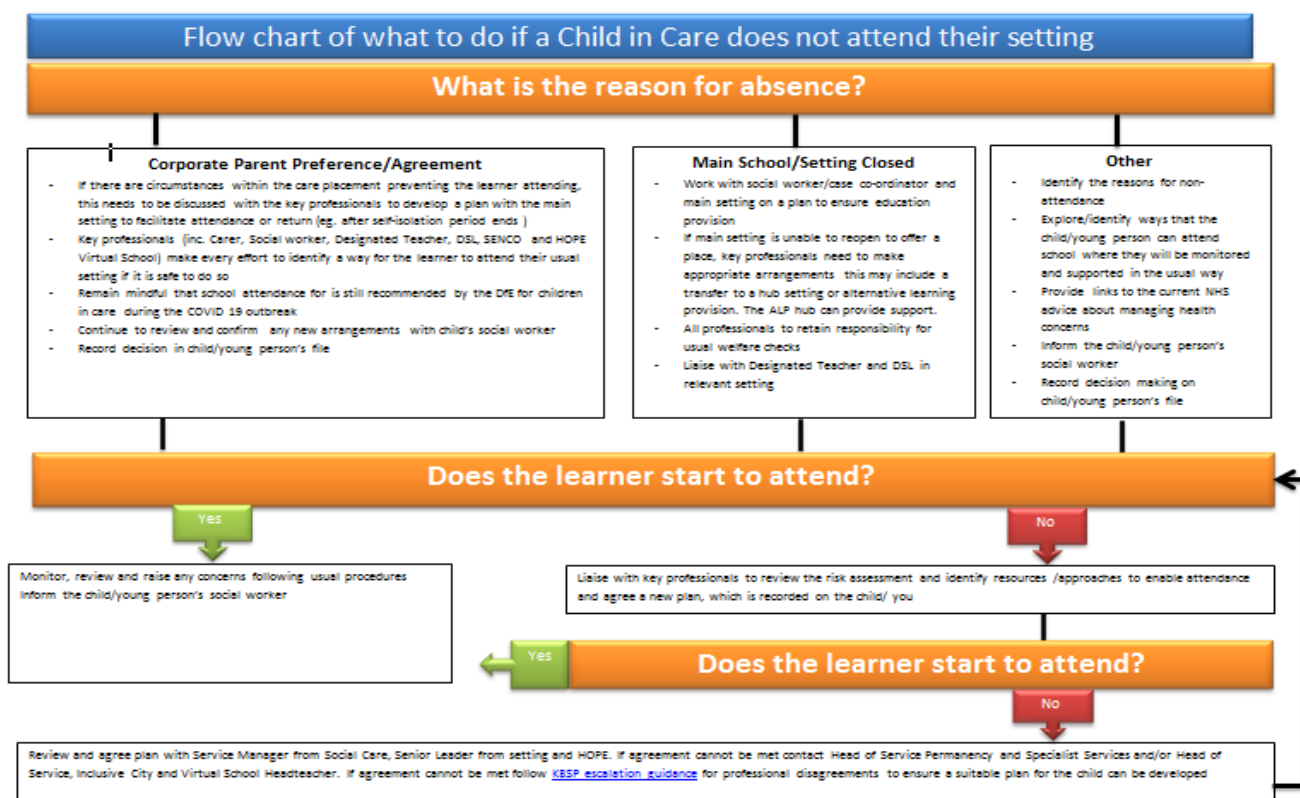
- ✚ Be mindful of the rule of proportionality – does this need to occur? Can you balance this with the Family/Child's Article 8 rights – Right to a private life?

- ✚ Consider whether seeing the child is required? If so – what has been agreed by the social worker/case coordinator?
- ✚ Consider whether how your interaction will be interpreted by the family and evaluate your approach.
- ✚ Avoid using video-conferencing for the purposes of ‘checking-in’. If no social worker and still vulnerable -consider obtaining advice from the Locality Families in Focus teams.

Appendix B – Flow chart of what to do if a learner with a social worker does not attend the named St. Paul’s Nursery School and Children’s Centre.



Appendix C



KCSIE 2026 alignment note

This version has been revised to improve alignment with the published Department for Education Keeping Children Safe in Education 2026 guidance, which comes into force on 1 September 2026. Until 31 August 2026, schools and colleges must continue to follow KCSIE 2025.

Standalone table of changes

Section	Change	Reason for change
Document control and KCSIE 2026 alignment note	Clarified that the policy has been revised to align with the published KCSIE 2026 guidance, which comes into force on 1 September 2026, and that KCSIE 2025 remains in force until 31 August 2026.	Ensures the document status and implementation timing are clear for governance and adoption.
Equalities statement	Added child-centred safeguarding wording for children who are questioning their gender, including additional vulnerabilities, DSL involvement where concerns arise, and avoiding assumptions about risk or need.	Strengthens safeguarding, equalities and proportionate response wording.
Role of all staff	Updated staff reading expectations for KCSIE Part one and the Part one overview; strengthened wording on early identification, exploitation, modern slavery, harmful behaviour, extra-familial harm, professional curiosity and timely information sharing.	Reflects KCSIE 2026 staff awareness and early identification expectations.
DSL role	Added DSL oversight of early help and Family Help involvement, including clear recording of decisions, actions, analysis, challenge and impact.	Improves assurance around multi-agency support and safeguarding record quality.
Governing body role	Added oversight of emerging technology risks, AI, deepfakes, image-based abuse, cyber-enabled coercion, filtering and monitoring, information security and access management.	Strengthens governance assurance for online safety and emerging technology risks.
Use of school or college premises	Added expectation that safeguarding arrangements are in place when premises are used for non-school or college activities, including hirer expectations, safeguarding	Clarifies safeguarding responsibilities where

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	procedures, suitability checks and allegations arrangements.	premises are used by external users.
Safeguarding training	Added emerging safeguarding themes including serious violence, financial exploitation, modern slavery indicators, misogyny and technology-facilitated abuse.	Ensures training content reflects updated safeguarding risks.
Safeguarding curriculum	Added teaching content on healthy relationships, misogyny, harmful sexual behaviour, exploitation, scams, fraud and misuse of AI and digital tools.	Supports preventative education and age-appropriate curriculum coverage.
Safer recruitment and regulated activity	Added wording on determining regulated activity, proportionate DBS, barred list and pre-appointment checks, supervision arrangements, single central record updates and checks for adults supervising work experience, placements or off-site activity.	Strengthens safer recruitment and regulated activity assurance.
Key safeguarding areas	Added modern slavery, trafficking, servitude, forced or compulsory labour, AI-generated or manipulated intimate images, deepfakes and financial exploitation.	Reflects emerging exploitation and technology-facilitated safeguarding risks.
Reporting concerns	Added that children should have more than one trusted route to report concerns, including face-to-face, written and, where appropriate, digital methods.	Improves accessibility and child-centred reporting arrangements.
Information sharing	Added that information-sharing decisions must be necessary, proportionate, relevant, accurate, timely and secure, with rationale recorded.	Strengthens lawful, accountable safeguarding information sharing.
Vulnerable learners	Added that repeated removal from class, part-time timetables and emerging attendance concerns should prompt early help, safeguarding review and multi-agency discussion where needed.	Supports earlier identification of unmet need and escalating safeguarding risk.

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Multi-agency working	Added wording on local safeguarding thresholds, early help, Family Help and prompt contribution of information and professional analysis.	Clarifies expectations for coordinated multi-agency safeguarding support.
Suspensions, exclusions and restrictive responses	Added that repeated removal from class, internal isolation, reduced timetables and other restrictive responses may indicate unmet need, vulnerability or escalating safeguarding risk.	Strengthens safeguarding consideration in behaviour and exclusion decisions.
Alternative provision	Added assurance requirements before and during placements, including attendance monitoring, information sharing, named contacts, risk assessment, suitability of provision and safer recruitment checks.	Improves safeguarding oversight where a child is educated away from the setting.
Children missing from education	Added wording on unexplained absence, persistent absence, severe absence, repeated missing episodes, unknown destinations, roll changes, elective home education, local authority processes and statutory CME guidance.	Strengthens attendance, pupil movement and CME safeguarding response.
Elective home education	Added that EHE decisions should be considered carefully where there are safeguarding concerns, poor attendance, exploitation concerns or disengagement, with prompt sharing of safeguarding information with the local authority.	Improves risk management when pupils are withdrawn from school.
Child-on-child abuse	Added wording on harmful sexual behaviour, misogyny, technology-facilitated abuse, self-generated intimate images, image-based abuse and AI-generated content.	Strengthens the response to sexual harassment, sexual violence and harmful sexual behaviour.
Sexual violence and sexual harassment response	Added expectations on not viewing, copying or forwarding self-generated, manipulated or AI-generated intimate images unless absolutely necessary, and on recording	Improves safe handling of online sexual content and safeguarding decision-making.

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	decisions, risk assessments, support and contextual actions.	
Low-level concerns	Added that patterns of low-level concern will be reviewed to identify themes, culture issues, training needs or wider safeguarding weaknesses.	Supports safer organisational culture and early intervention.
Mental health and wellbeing	Added links between mental health concerns, absence, behaviour change, reduced engagement, caring responsibilities, online harm, unmet need, abuse, neglect, exploitation, early help, Family Help and specialist support.	Clarifies when mental health or wellbeing concerns may indicate safeguarding risk.
Online safety	Added AI-enabled manipulation, sexualised or humiliating image generation, fraud, coercion, impersonation, deepfakes, cyber-enabled coercion, misuse of generative tools, filtering and monitoring, information security, access management, smart technology, staff training, curriculum content and governance evidence.	Strengthens online safety governance and response to emerging technology risks.
Appendix C – Dealing with a disclosure	Added that staff must record the concern, actions taken, decisions made, rationale and outcome, then share this promptly with the DSL or deputy DSL.	Improves safeguarding record quality and audit trail after disclosures.
Appendix D – Types of abuse and neglect	Added SEND wording on exploration, professional curiosity and safeguarding consideration, and added exploitation, harm outside the home, online harm, financial exploitation, modern slavery and technology-facilitated abuse as overlapping concerns.	Improves recognition of overlapping harms and avoids assumptions about SEND.
Appendix E – Topical safeguarding issues	Clarified that national guidance is summarised rather than reproduced, referenced KCSIE 2026 Annex A for further information and KCSIE 2026 Annex B for the role of the DSL, and added a decision-making prompt covering immediate safety, early help or Family Help, statutory referral, police or	Makes topical safeguarding guidance clearer and more practical for staff.

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	agency information sharing and safeguarding recording.	
Harm Outside the Home / Safer Connections	Added that the setting will contact Safer Connections for inter-agency support, consultation and advice about HOtH and contextual safeguarding strategies to improve safety for vulnerable learners.	Strengthens local multi-agency support arrangements for contextual safeguarding.
Harm Outside the Home / offensive weapons guidance	Added cross-reference to local offensive weapons guidance, including <i>Offensive Weapons in Education Settings: Guidance for Education Settings</i> and <i>Weapons in Schools: What should schools do?</i> .	Links weapons concerns to CCE, serious youth violence and contextual safeguarding.
Serious youth violence	Added indicators of serious violence and expectations for recorded safeguarding assessment, safety planning, contextual risk, information sharing and review of siblings, peers and locations.	Supports earlier identification and coordinated response to serious violence risk.
Prevent duty	Added that Prevent concerns will be managed through wider safeguarding arrangements, with DSL oversight, local referral pathways, information sharing, early intervention and consideration of wider safeguarding needs.	Clarifies Prevent as part of safeguarding practice and referral decision-making.
Multi-agency contacts – Safer Connections	Clarified that named child or immediate safeguarding concerns should follow the relevant safeguarding referral route rather than the Safer Connections consultation route.	Helps staff distinguish consultation routes from urgent or statutory referral routes.
Multi-agency contacts – online safety	Added that urgent online safety concerns where a child is at immediate risk should be referred to police or children's social care without delay, while professional advice routes should be used where there is not immediate risk.	Clarifies immediate safeguarding action versus advice and consultation routes.