

Hartcliffe Nursery School

Part of the



Safeguarding and Child Protection Policy

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	Sept 25	Kate Morris	Sept 26

Ratification

Role	Name	Signature	Date
Chair of Governors			

Safeguarding and Child Protection Policy and Procedures **2025-2026**

Headteacher/Principal	Cate Peel		Sept 25
-----------------------	-----------	--	---------

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	Update and re-written to reflect new statutory guidance issued 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	Updated and re-written to reflect new statutory guidance in 2024 Added information from BCC guidance 2025 around safeguarding children with a forced migration background.

Contents

Part 1: Policy

1.1	Definitions	3
1.2	Introduction	3
1.3	Equalities Statement	5
1.4	Overall Aims	5
1.5	Professional expectations, roles and responsibilities	6
1.6	Safeguarding Training for staff	8
1.7	Safer Recruitment and Safer Working Practice	9
1.8	Key Safeguarding Areas	

Part 2: Procedures

2.1	Reporting Concerns	12
2.2	Information Sharing	12
2.3	Identifying and monitoring the needs of vulnerable learners.	13
2.4	Multi Agency Working	14
2.5	Suspensions, permanent exclusions and commissioning alternative provisions	14
2.6	Children Missing from Education	15
2.7	Respond to incidents of child-on - child harm.	16
2.8	Responding to allegations of abuse made against professionals	18
2.9	Mental health and wellbeing.	19
2.10	Online Safety	20

APPENDICES

Appendix A Key Documentation	21
Appendix B Reporting Concerns	21
Appendix C Dealing with a Disclosure of Abuse	27
Appendix D Types of Abuse and Neglect	27
Appendix E Specific actions to take on topical safeguarding issues	29
Appendix F – Addendum Policy in the event of a national lockdown.	34

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.

1.2 Introduction

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.

Hartcliffe Nursery School 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 **Hartcliffe Nursery School** will be in accordance with:

Safeguarding and Child Protection Policy and Procedures

2025-
2026

- **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](#).
- **Government guidance in relation to:**
 - **COVID19:** Hartcliffe Nursery School have created an addendum to this document to reflect changes made during lockdown or in the event of a further lockdown. See 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/>

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

- Whistleblowing and Public Interest Disclosure
- Code of Conduct for Staff/ Staff Behaviour Policy
- Behaviour (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying, and Exclusions Policy of a separate document)
- E-Safety
- Self-Harm
- Policy on Supporting Children in Care
- Attendance (including the safeguarding response to children who go missing from education)
- Health and Safety
- Low level concerns policy

Safeguarding and Child Protection Policy and Procedures

2025-
2026

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 duties

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 **Hartcliffe Nursery School's** equality statement and measurable objectives. These are available on our website <https://www.hartcliffenursery.co.uk/about/policies/>

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 <https://www.hartcliffenursery.co.uk/wp-content/uploads/2024/02/HNS-SEND-Policy-February-2024-DRAFT.pdf>

Hartcliffe Nursery School 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 **Hartcliffe Nursery School** 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.

Safeguarding and Child Protection Policy and Procedures **2025-2026**

- 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.

Hartcliffe Nursery School 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 1 of statutory guidance Keeping Children Safe in Education. Those working directly with children will also read Annex B. **(Those who do not work directly with children will have the option of reading Annex A instead)**
- 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 Designated Safeguarding Lead (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 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.

Safeguarding and Child Protection Policy and Procedures **2025-2026**

- 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.

1.5.2 - Role of the Designated Safeguarding Lead (DSL)

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

Details of our DSL and Deputy DSL are available on the **Hartcliffe Nursery School** website, our newsletters, or the notice board in reception.

Clare Andrews DDSL

Kate Morris DSL

Jessie Whalley DDSL

Cate Peel DSL

- 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.
- Manages 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.
- 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.

Safeguarding and Child Protection Policy and Procedures

2025-
2026

- 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 [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#) and [Early years foundation stage \(EYFS\) statutory framework](#)

Safeguarding and Child Protection Policy and Procedures

2025-
2026

- 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.
- 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.
- 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.

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.

Safeguarding and Child Protection Policy and Procedures

2025-
2026

- 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

Hartcliffe Nursery School 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 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 \(www.gov.uk\)](#)

- 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.

- 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 can inform the curriculum via discussions with the teachers and practitioners.

1.8 Safer recruitment and safer working practice

1.8.1 - Safer recruitment

Hartcliffe Nursery School 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 **Hartcliffe Nursery School's** commitment to safeguarding and promoting the wellbeing of learners.

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](#).

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
- [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 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

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.

Safeguarding and Child Protection Policy and Procedures **2025-2026**

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 **Hartcliffe Nursery School** children can raise their concerns via **conversations or communicating through their preferred means of communication with staff** and they will always be treated seriously.

2.2 Information Sharing

Hartcliffe Nursery School 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 **Hartcliffe Nursery School** 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 **Hartcliffe Nursery School** 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.

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.

2.4 Multi-agency working

Hartcliffe Nursery School 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](#).

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](#).

Hartcliffe Nursery School 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, **Hartcliffe Nursery School** 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

Hartcliffe Nursery School 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 **Hartcliffe Nursery School** 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](#)

Hartcliffe Nursery School 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.

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. 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](#).

Hartcliffe Nursery School 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.

2.6.1 - Elective Home Education

Hartcliffe Nursery School 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.

2.7 Respond to incidents of child-on-child abuse

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

Safeguarding and Child Protection Policy and Procedures **2025-2026**

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.

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 Hartcliffe Nursery School

- 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. **Hartcliffe Nursery School** 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

Hartcliffe Nursery School 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.

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

Hartcliffe Nursery School 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.

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 the settings own processes (see low level concerns policy appendix g) **Hartcliffe Nursery School** 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.
- 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.

Hartcliffe Nursery School will commit to undertake the following.

- The appointment of a senior mental health lead who can support the development of knowledge and act as a point of expertise to promote the wellbeing and mental health of children. This colleague 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

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.

Hartcliffe Nursery School 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.
- 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 Hartcliffe Nursery School policy on the use of mobile smart technology which is available via <https://www.hartcliffenursery.co.uk/about/policies/>
- 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).
- 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)

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:

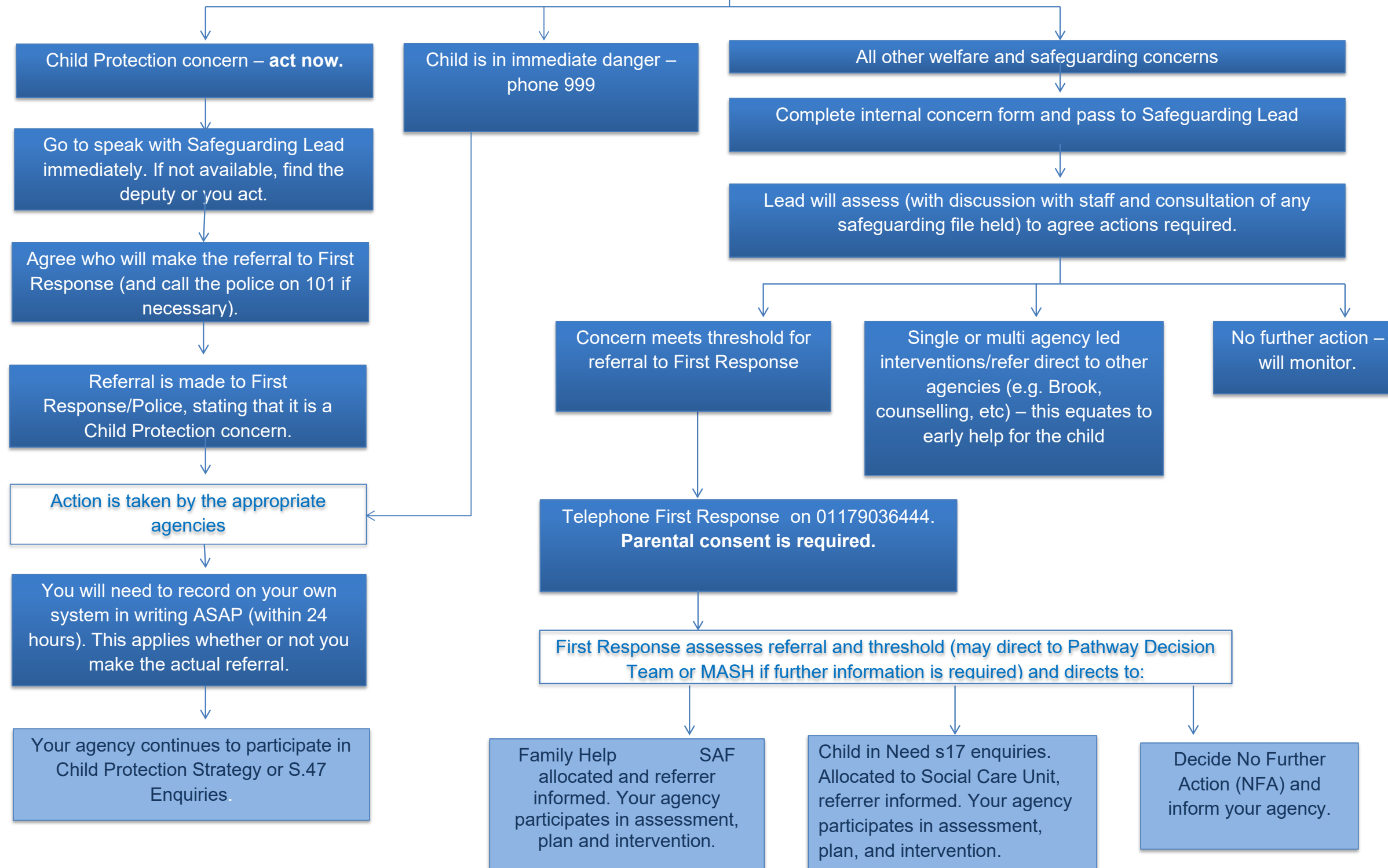
- For Bristol - [Bristol safeguarding children](#)
- For South Glos - [South Glos safeguarding children](#)

Appendix B – Reporting concerns

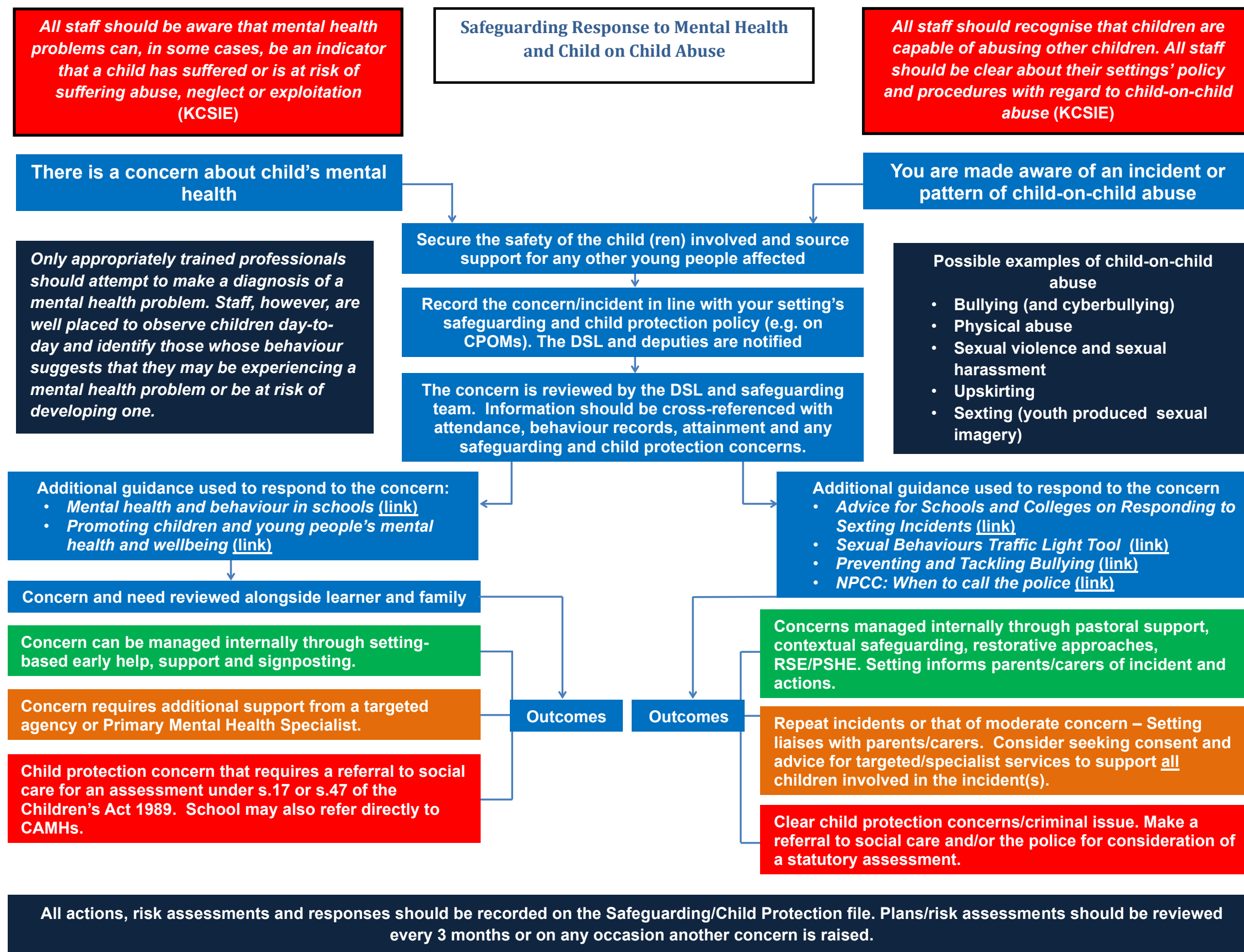
- Reporting Concerns Flow Chart (Bristol) – [Click here](#)
- Process flow chart for responding to incidents of child-on-child incidents and Mental Health concerns – [Click here](#)
- Multiagency safeguarding contacts poster (Bristol) – [Click here](#)
- For wider local contacts use the following page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

Reporting Concerns Flow Chart - Bristol

You have concerns about a child



No matter what the outcome, keep monitoring, re-refer or escalate as appropriate. Participate in all assessments and plans. Chase referrals if not kept informed – this is our responsibility.



Multi-agency contacts

DRAFT

Safeguarding and Child Protection Policy and Procedures **2025-2026**

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	<u>Local Authority Designated Officer - (LADO)</u> T: 0117 9037795 KBSP LADO notification form
--	---

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 Vacant Safeguardingineducationteam@bristol.gov.uk 01179222532	North Advisor Elisabeth Clark elisabeth.clark@bristol.gov.uk 01179222534
Child sexual exploitation	Operation Topaz (Avon and Somerset Police) https://www.avonandsomerset.police.uk/forms/vul	

Safeguarding and Child Protection Policy and Procedures

**2025-
2026**

Safer Connections Urgent Referrals and Threshold Advice: For all urgent referrals, requests for service (including Weapons and Drugs in Schools), and threshold advice, contact First Response: T: 0117 903 6444 Partnership Support: To request non-urgent, non-case specific support from the Partnership Team (such as consultations, training, or coordination around emerging concerns) 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	Professional Online Safeguarding Helpline T: 0344 381 4772 E: helpline@saferinternet.org.uk	
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	

DRAFT

Safeguarding and Child Protection Policy and Procedures **2025-2026**

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.

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

Safeguarding and Child Protection Policy and Procedures

2025-
2026

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 exploitation.
- 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.

Appendix E Specific actions to take on topical safeguarding issues

General or national guidance will not be included here. A summary of specific duties are in [Keeping Children Safe in Education Annex B](#) and access to local guidance can be found in [Appendix A](#) of this document.

In recognition that the threshold of child protection is 'likely to suffer' significant harm, Hartcliffe Nursery School 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](#).

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.

Hartcliffe Nursery School 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 Hartcliffe Nursery School 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, Hartcliffe Nursery School 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.
- Hartcliffe Nursery School 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

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 Hartcliffe Nursery School 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).

Hartcliffe Nursery School 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](#)

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.

Online Safety

- **Annex D of Keeping Children Safe in Education highlights additional actions schools should take to keep learners safe online.**
- 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

Safeguarding and Child Protection Policy and Procedures **2025-2026**

- 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](#)

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](#)

It is important to note that should a weapon be used or there is threat of use, the police should be called immediately.

- The same day a weapon is found Safer Options should be called for a multi-disciplinary assessment of risk. A Safer Connections Advisor will determine whether the young person meets the criteria for the 'Weapons in Schools Pathway' and coordinate the response with the Police and Youth Justice Service. If the criteria for a Weapons in School intervention is not met (in situations where there is evidence of threat or direct harm), a Safer Connections Advisor will support the school to take the appropriate measures for reporting and mitigating ongoing risk.
- Whilst it is acknowledged that the decision to exclude remains with the Head Teacher/Principal it is recommended that consultation with the Safer Options Team is made so as not to further put the child at further risk of harm if they are excluded.
- 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.
- Police will be notified through the multi-agency discussion held at the 'Out of Court Disposals Panel' to prevent students unnecessarily getting a criminal record.

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.

Commented [EC1]: We need to agree wording on this

Commented [EC2R1]: •Education settings should submit a referral to First Response and contact Safer Connections (saferconnections@bristol.gov.uk) to report weapons in school incidents and provide the details and circumstances surrounding the incident.

- A Safer Connections Advisor will determine whether the young person meets the criteria for the 'Weapons in Schools Pathway' and coordinate the response with the Police and Youth Justice Service.

- If the criteria is met, the Safer Connections Advisor will complete an assessment alongside a Youth Justice Practitioner, school staff, the young person and their parent or carer.

- A Youth Justice Practitioner will be allocated to deliver six sessions of educational and diversionary intervention.

- If the criteria for a Weapons in School intervention is not met (in situations where there is evidence of threat or direct harm), a Safer Connections Advisor will support the school to take the appropriate measures for reporting and mitigating ongoing risk.

Safeguarding and Child Protection Policy and Procedures **2025-2026**

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).

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

- risk assessment,
- working in partnership,
- staff training, and
- IT policies.

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 made.

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.

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.

Safeguarding and Child Protection Policy and Procedures **2025-2026**

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.

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](#)

Commented [EC3]: Check this content

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

COVID- 19 – Interim Safeguarding Guidance

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 HARTCLIFFE NURSERY SCHOOL.

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.

Hartcliffe Nursery School

Policy owner:

Date: Sept 25

Date shared with staff: Sept 25

Contents:

1. [Background](#).....2
2. [What staff and volunteers should do if they have any concerns about a learner](#).....2

Safeguarding and Child Protection Policy and Procedures

2025-
2026

3. Designated Safeguarding Lead (and deputy) arrangements : including First Aid cover.....	3
4. Cluster working	5
5. Local updates : received from the local 3 safeguarding partners.....	6
6. Supporting vulnerable learners (including in the event a Hartcliffe Nursery School is closed).....	7
7. Identifying and responding to peer on peer abuse	10
8. Keeping safe online : virtual learning and using social media to communicate with learners..	10
9. What to do if you have concerns about a staff member or volunteer who may pose a safeguarding risk to learners	11
Appendix A – Check-ins/Monitoring welfare of vulnerable students - hints and tips	12
Appendix B – Flow chart of what to do if a child with a social worker does not attend	13
Appendix C – Flow chart of what to do if a Child in Care does not attend.....	14
Appendix D – List of resources.....	14

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 Hartcliffe Nursery Schools 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 and Child Protection Policy and Procedures **2025-2026**

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 Hartcliffe Nursery Schools can be found here - [Coronavirus \(COVID-19\): guidance for schools and other educational Hartcliffe Nursery Schools](#).

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

The way this Hartcliffe Nursery School 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 Hartcliffe Nursery School.

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 Hartcliffe Nursery School). 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 Hartcliffe Nursery School if they have been offered a temporary placement.

Safeguarding and Child Protection Policy and Procedures **2025-2026**

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 Hartcliffe Nursery School'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 Hartcliffe Nursery School.

- 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 Hartcliffe Nursery School.
- 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.

Safeguarding and Child Protection Policy and Procedures **2025-2026**

In the event that the DSL / Deputy DSL is not at work and uncontactable, Hartcliffe Nursery School has a contingency plan. This plan involves working in partnership, as part of a cluster, with the following Hartcliffe Nursery Schools:

Partner/ cluster DSL/ Deputy DSL contacts during COVID 19 pandemic.		
Name	Title	Contact details (Telephone, out of office telephone, email)
Kate Morris	DSL	Kate.morris@bristol-schools.uk
Cate Peel	DDSL	Cate.peel@bristol-schools.uk
Clare Andrews	DDSL	Clare.andrews@bristol-schools.uk

HARTCLIFFE NURSERY SCHOOL 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 Hartcliffe Nursery School. There are some basic considerations that Hartcliffe Nursery School will take to ensure compliance with statutory guidance:

When working in partnership with other Hartcliffe Nursery Schools we will consider the following principles:

Children moving schools and colleges:

- If the vulnerable learner is on roll at Hartcliffe Nursery School the DSL/ Deputy DSL/SENCO/ or appropriate staff will share relevant safeguarding information with relevant staff at the temporary Hartcliffe Nursery School to ensure that their welfare and safety is promoted.
- When a safeguarding concern is identified in either Hartcliffe Nursery School, 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. Hartcliffe Nursery School will also liaise with relevant lead professionals (social care/ the HOPE virtual school).

Safeguarding and Child Protection Policy and Procedures **2025-2026**

- If the vulnerable learner has temporarily moved Hartcliffe Nursery School, 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 Hartcliffe Nursery School, but knowledge of the notification and some content may be verbally shared, on a need to know basis, with any alternative Hartcliffe Nursery Schools 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 Hartcliffe Nursery School, the DSL will consider the need for safeguarding training. As a minimum they will have a copy of Hartcliffe Nursery School child protection/safeguarding policy and confirmation of local processes, and DSL arrangements.
- Hartcliffe Nursery School 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. Hartcliffe Nursery School 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 Hartcliffe Nursery School'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 Hartcliffe Nursery School 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 Hartcliffe Nursery School 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.

Safeguarding and Child Protection Policy and Procedures **2025-2026**

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

First Aid cover:

Hartcliffe Nursery School 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 Hartcliffe Nursery School's procedures in responding, recording and reporting health and safety incidents. First Aid incidents will continue to be recorded and reported as per the Hartcliffe Nursery School'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	Title/Hartcliffe Nursery School	Contacts (telephone number)

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 Hartcliffe Nursery School is closed)

Hartcliffe Nursery School 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

Safeguarding and Child Protection Policy and Procedures **2025-2026**

- Hartcliffe Nursery School 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 Hartcliffe Nursery School 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.

Hartcliffe Nursery School 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.

Hartcliffe Nursery School will take proportionate action to support our learners and those who may attend on a temporary basis from other Hartcliffe Nursery Schools. 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 Hartcliffe Nursery School 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 Hartcliffe Nursery School will also liaise with the [Hope Virtual School](#)
- There is an expectation that vulnerable students who have a social worker will attend an education Hartcliffe Nursery School, 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 Hartcliffe Nursery School, and their child is considered vulnerable, the social worker and Hartcliffe Nursery School 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, Hartcliffe Nursery School or social worker will explore these anxieties with the parent/carer following the advice set out by Public Health England.

Safeguarding and Child Protection Policy and Procedures **2025-2026**

- Through a continuous review process and in conjunction with the Social Worker Hartcliffe Nursery School will encourage learners to attend. Social workers will remain in contact with vulnerable learners and families, including remotely if needed.
- Hartcliffe Nursery School and social workers will agree with families whether Children in Need should be attending.
- Hartcliffe Nursery School 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, Hartcliffe Nursery School 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 Hartcliffe Nursery School, or the temporary place discontinues, Hartcliffe Nursery School 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 Hartcliffe Nursery School in consultation with the local authority and parents, to decide whether they need to continue to be offered a place at Hartcliffe Nursery School 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

Hartcliffe Nursery School 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 Hartcliffe Nursery School
- 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 Hartcliffe Nursery School – especially residential special schools and

Safeguarding and Child Protection Policy and Procedures **2025-2026**

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 Hartcliffe Nursery Schools, to keep staffing ratios safe

- Children and young people whose needs can be met at home, namely those who are not receiving personal care from their educational Hartcliffe Nursery School, or whose limited need for personal care can be met in their family home.

The Enable Trust has shared two spreadsheets that Hartcliffe Nursery School 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 Hartcliffe Nursery School 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).

Hartcliffe Nursery School will be flexible around this cohort to be part of a reduced school offer. This will be dependent on the Hartcliffe Nursery School's capacity and agreement with the family.

If they cannot attend (e.g. Hartcliffe Nursery School has closed fully)/will not attend then the Hartcliffe Nursery School 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 Hartcliffe Nursery School 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 Hartcliffe Nursery School 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 Hartcliffe Nursery School 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).

Safeguarding and Child Protection Policy and Procedures **2025-2026**

The Hartcliffe Nursery School 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.

Hartcliffe Nursery School 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, Hartcliffe Nursery Schools do not need to take an attendance register. For administrative purposes Code # (planned whole or partial closure) will be used. Hartcliffe Nursery School will submit a short daily return to the DfE ([COVID-19: attendance recording for educational Hartcliffe Nursery Schools](#)), 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.

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. Parents can contact the school safeguarding team via email at Safeguarding.HartcliffeNursery@bristol-schools.uk

Safeguarding and Child Protection Policy and Procedures **2025-2026**

Hartcliffe Nursery School 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 Hartcliffe Nursery Schools 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.
- Hartcliffe Nursery School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Hartcliffe Nursery School 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 Hartcliffe Nursery School 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

Safeguarding and Child Protection Policy and Procedures **2025-2026**

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. The LADO will be contacted before any form of investigation commences.

Hartcliffe Nursery School 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.

DRAFT

Appendix A

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

Key Activities:

- Hartcliffe Nursery School 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 Hartcliffe Nursery School's code of conduct. 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.

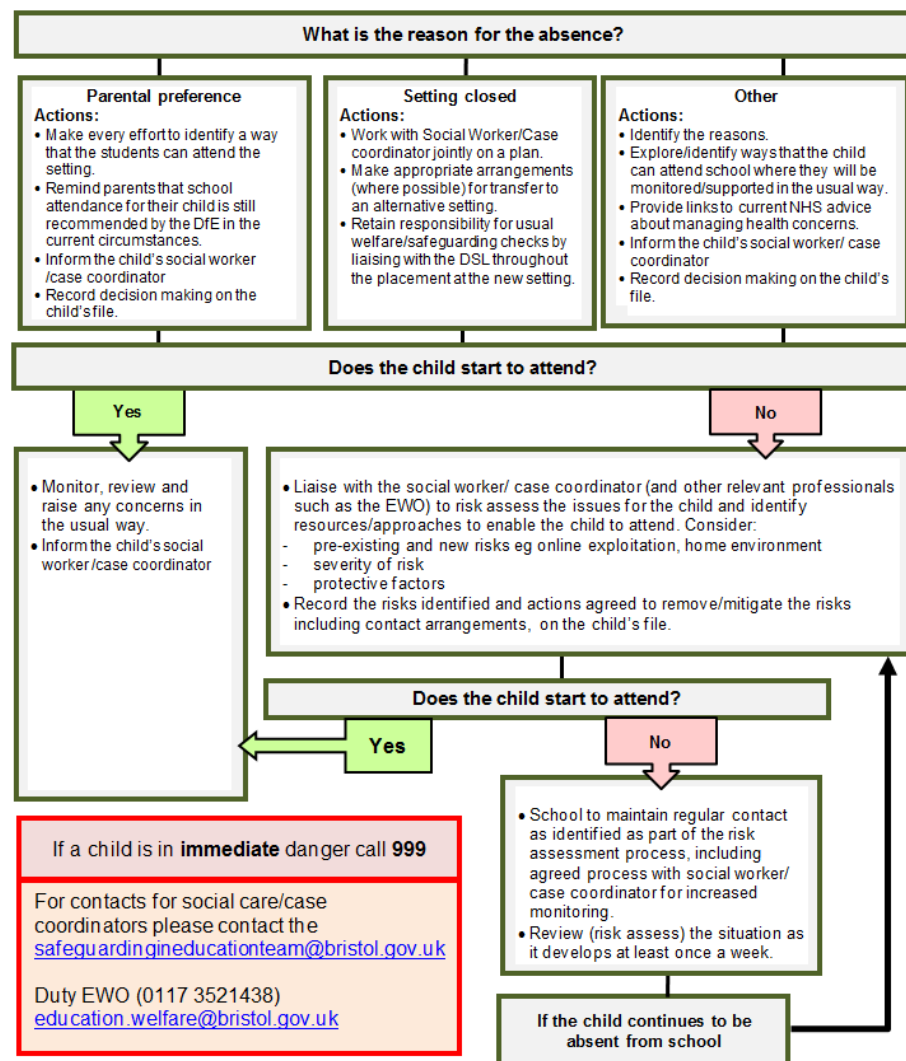
Arranging contact:

- Hartcliffe Nursery School 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.
- Hartcliffe Nursery School 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.
- Hartcliffe Nursery School 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.

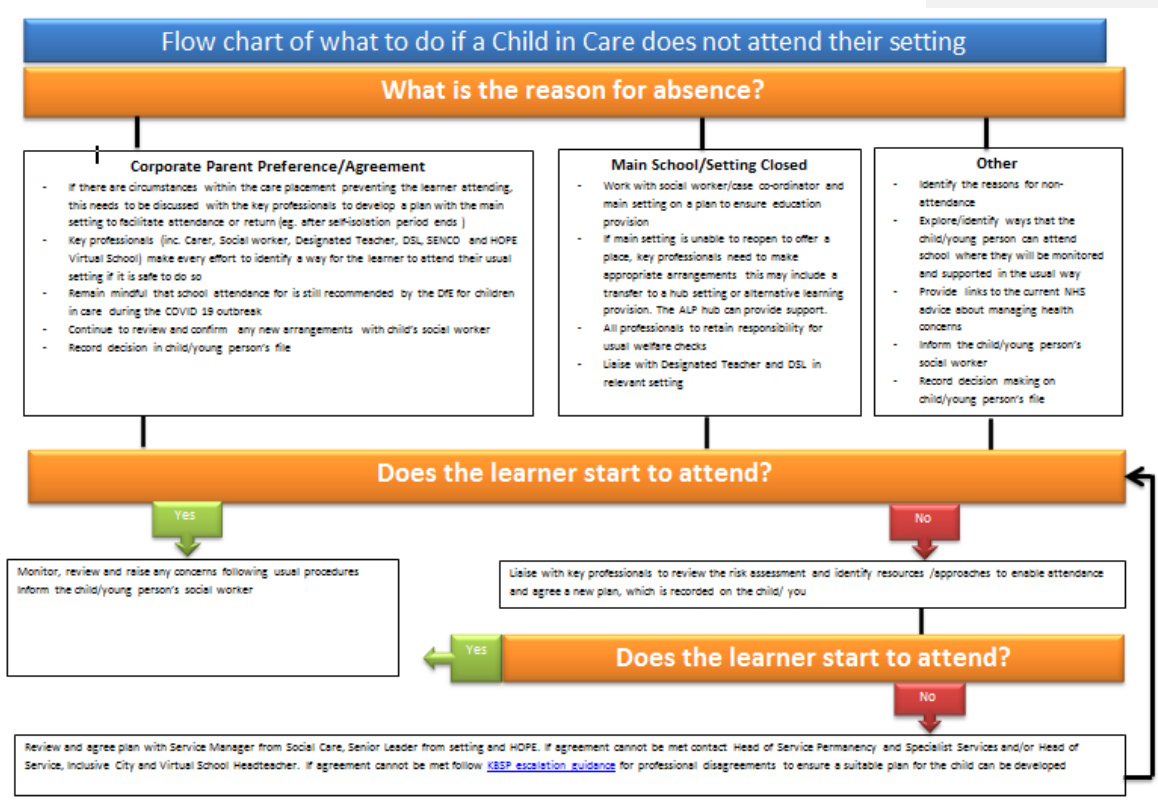
In circumstances where there are concerns about a learner staff in Hartcliffe Nursery School will take into account the following:

- 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 Hartcliffe Nursery School.



Appendix C



Appendix D – Resources:

Please see the [Safeguarding in Education Team](#) web page for a range of resources.

Appendix G

HARTCLIFFE NURSERY SCHOOL



Low-Level Concerns Policy

September 2025

Review and updates	
Date Policy Agreed by Governing Body	

Safeguarding and Child Protection Policy and Procedures

2025-
2026

Signed by (Printed name and signature):	
Date of next review:	September 2026

Contents

Section	Page Number
Introduction	3
Legislation	3
Aims	3
Terminology – Allegations, Concerns and Harm Thresholds	3
Allegations That May Meet the Harm Thresholds	4
Allegations That Don't Meet the Harm Threshold – Low Level Concerns	4
Procedure for Dealing with a Low-Level Concern	4-5
Self-Reporting	5-6
Supporting Staff	6
Concerns Raised by Parents or Carers	6
Record Keeping	6-7
References	7
Appendices	8
Appendix A – Level of Risk Table	9
Appendix B - Record Keeping Form for Low Level Concern	9

Low-Level Concerns Policy and Procedure

Introduction

A positive culture where concerns can be identified and spoken about openly is a vital component of a strong safeguarding system. All adults who have contact with children in our setting must behave appropriately and behaviour which is not consistent with the standards and values of our setting and which does not meet the expectations set out in our staff code of conduct, needs to be addressed. Such behaviour can exist on a wide spectrum – from the inadvertent or thoughtless, through to that which is ultimately intended to enable abuse. It is crucial that all concerns about adults, including allegations that do not meet the harm threshold (low level concerns), are shared responsibly and with the right person, and recorded and dealt with appropriately.

Legislation

This policy is in line with Keeping Children Safe in Education (KCSIE) 2021. This is guidance for schools but early years and childcare settings must have regard for it.

Aims

- To create a positive and transparent culture where concerns can be discussed openly and where staff are able to share any concerns, no matter how small, about their own or others' behaviour.
- To ensure all staff are aware of their professional boundaries and behave appropriately, in line with the setting's policies, procedures, code of conduct, values and ethos.
- To enable the early identification and prompt and appropriate management of concerns about staff.
- To minimise the risk of abuse.
- To protect staff from false allegations and misunderstandings.

Safeguarding and Child Protection Policy and Procedures **2025-2026**

In order to meet these aims, we will ensure that staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, both in themselves and in others. We will do this through having regular discussions of behaviour at staff meetings and support and supervision sessions.

Terminology – Allegations, Concerns and Harm Threshold

It is important to recognise that, in practice, the words 'allegation' and 'concern' can be and are used interchangeably by different people. Sometimes individuals may shy away from the word 'allegation' and express it as a 'concern' instead. The crucial point is that whatever the language used, the behaviour referred to may, on the one hand, be capable of meeting the harm threshold (and hence be referable), or, on the other, it does not meet the harm threshold (in which case it should be treated as a low-level concern). So, the focus should not be on the language used by the person disclosing it; the focus should, instead, be on the behaviour being described.

Allegations That May Meet the Harm Threshold

The term 'allegation' means that it is alleged that a person who works with children has:

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

Where an allegation meets this harm threshold, it should be dealt with in line with our Staff Allegation Procedure as set out in our Child Protection Policy.

Allegations That Don't Meet the Harm Threshold – Low Level Concerns

Safeguarding and Child Protection Policy and Procedures **2025-2026**

Where an allegation doesn't meet the harm threshold, it will be dealt with under this Low-Level Concerns Policy. This does not mean that it is insignificant and it is any concern, no matter how small, that:

- is inconsistent with our Staff Code of Conduct, including inappropriate conduct outside of work.

Procedure for Dealing with a Low-Level Concern

- **Concerns should be shared with the Designated Safeguarding Lead (DSL) or Deputy.** This can be done verbally or by providing a written summary. If it is shared verbally, a written record of it will then need to be made (using Low Level Concerns Recording Form). The name and role of the person raising the concern should be stated, but if they want to remain anonymous, we will respect this as far as possible. However, there may be circumstances where we cannot promise anonymity.
- **If the concern is around the head teacher** or for any reason staff feel they cannot speak to the DSL or leadership team they can contact the Chair of Governors hartcliffechair@bristol-schools.uk
- **If it is a low-level concern, the DSL or Deputy will make suitable enquiries.** This will include speaking to the person the concern has been raised about and may include reviewing CCTV and/or talking to any potential witnesses.
- **The information gathered from this will then be reviewed to decide** whether the behaviour (i) is entirely consistent with our staff code of conduct and the law, (ii) constitutes a low-level concern, (iii) is not serious enough to consider a referral to the LADO – but may merit consulting with and seeking advice from the LADO, and on a no names basis if necessary, (iv) when considered with any other low-level concerns that have previously been raised about the same individual, could now meet the threshold of an allegation and should be referred to the LADO/other relevant external agencies, or (v) in and of itself meets the threshold of an allegation and should be referred to the LADO/other relevant external agencies;
- **Where there is any doubt whatsoever, we will seek advice from the LADO** - on a no-names basis if necessary.

Safeguarding and Child Protection Policy and Procedures **2025-2026**

- **Appropriate person, for example the DSL or Line Manager, to take any steps to address the concern/behaviour** and to support the person to correct it at an early stage. This will be done sensitively and discreetly and might simply require having a conversation.
- **In some circumstances, we may manage the concern under our Disciplinary Policy.**
- **If the behaviour is determined to be in line with our Staff Code of Conduct and the law**, we will provide feedback to the person the concern was raised about as to how and why this is.
- **The DSL or Deputy will give appropriate feedback** to the person who raised the concern.
- **All concerns will be recorded in writing, including:**
 - Name of individual sharing the concern (unless they want to remain anonymous).
 - Details of the concern.
 - Context in which the concern arose.
 - Conversations with witnesses/others within the setting.
 - Conversations with the LADO/other external agencies (if applicable).
 - Action taken.
- **If the concern is about an agency member of staff or contractor**, the DSL will also notify their employer so that any potential patterns of inappropriate behaviour can be identified.
- **Records will be reviewed regularly** so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. For on-going issues, a clear chronology will be kept.
- **If the review identifies that there are wider cultural issues** within the setting that enabled the behaviour to occur, the DSL and/or Manager will review any relevant policies and procedures and may organise extra CPD.
- **If a concerning pattern of behaviour is identified and escalates** to meet the harm threshold, then the matter will be referred to the LADO.

If it is determined that the behaviour is entirely consistent with our Staff Code of Conduct and the law, we will review the Staff Code of Conduct and Low-Level Concerns Policy to ensure both are clear.

Safeguarding and Child Protection Policy and Procedures

2025-
2026

Self-Reporting

Staff should feel encouraged and confident to self-report anything that could be perceived as a low-level concern about themselves. Any member of staff can self-report to the DSL or Deputy at any time, if:

- They find themselves in a situation which could be misinterpreted, or might appear compromising to others.
- They may have behaved in a manner which, on reflection, they consider falls below the standard set out in the Staff Code of Conduct.

Self-reporting in these circumstances can be positive for a number of reasons: it is self-protective, in that it enables a potentially difficult issue to be addressed at the earliest opportunity; it demonstrates awareness of the expected behavioural standards and self-awareness as to the individual's own actions or how they could be perceived; and, crucially, it is an important means of maintaining a culture where everyone aspires to

the highest standards of conduct and behaviour.

Supporting Staff

We recognise we have a specific duty to ensure the health, safety and welfare of all of our staff. With this in mind, the Manager, DSL and Deputy (whoever is involved in dealing with the concern) will be mindful of their duty of care to those involved. All concerns will be dealt with sensitively and discreetly and on a need-to-know basis. Appropriate support will be given to those involved, depending on the nature of the concern.

Concerns Raised by Parents or Carers

We recognise and understand the difference between a cause for concern, a complaint and a staff allegation. When a concern about a member of staff is raised by a parent or carer, this does not automatically mean it meets the threshold for an allegation, even if the parent or carer raises it as a safeguarding concern. When a concern is raised, the Manager and/or DSL will decide which level it is at and will speak with the parent or carer about the rationale behind this.

Record Keeping

- **A written record** of all low-level concerns will be made, using the setting's Low-Level Concerns Recording Form. This will be used to record details of the concern and the enquiry into it.
- **We will retain all records** of low-level concerns (including those which are subsequently deemed to relate to behaviour which is entirely consistent with the Staff Code of Conduct) in a central low-level concerns file. Where multiple low-level concerns have been shared regarding the same individual, these will be kept in chronological order as a running record and with a timeline alongside.

Safeguarding and Child Protection Policy and Procedures

2025-
2026

- **Records will be kept confidential** and held securely and will only be accessed by those who need to access them. In most cases this will be the DSL, Deputy DSL, Manager and Registered Person.
- **The rationale for storing such records on a central file**, rather than in staff members' personnel files, is that
 - (a) it makes it easier to address possible issues (particularly around clarity of Staff Code of Conduct) and review the file and spot any potential patterns of concerning, problematic or inappropriate behaviour; and
 - (b) it reassures staff and encourages them to share low-level concerns.
- **Where an issue also triggers our Disciplinary, Grievance or whistleblowing Procedures** that requires records to be made and retained on a staff member's personnel file, this will be done in the normal way, in addition to the records of the low-level concern(s) being retained in a central low-level concerns file.
- **The DSL or Deputy DSL will review the central low-level concerns file** periodically to ensure that all such concerns are being dealt with promptly and appropriately, and that any potential patterns of concerning, problematic or inappropriate behaviour are identified. A record of these reviews will be made.
- **There is no specific retention period for a low-level concerns record.** We will therefore keep the record until further guidance states otherwise. However, when a member of staff leaves, any low-level concerns recorded about them will be reviewed to determine whether the record has any value (either as a safeguarding measure or its relevance to any future claims) and therefore necessary to keep or not.

References

We have chosen to follow the guidance in KCSIE on providing references, which prohibits unsubstantiated, false or malicious allegations being referred to in a reference. KCSIE states that:

- Where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it should be referred to in a reference
- Low-level concerns (or a group of concerns) which have not met the threshold for referral to the LADO which relate only to safeguarding should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct, disciplinary action or poor performance.
- Please see Appendix B for Intimate Care policy

Appendices

Safeguarding and Child Protection Policy and Procedures

2025-2026

Appendix A: Level of Risk Table

These examples are not exhaustive, nor will the examples set out below be appropriate in every context.

LADO referral	Low level concern /LADO Guidance	Appropriate Conduct
An allegation made which meets the threshold for referral to the LADO and appears in the first instance to meet the threshold for referral to police. Allegations that may meet the harms threshold relate to: behaved in a way that has harmed a child, or may have harmed a child and/or; possibly committed a criminal offence against or related to a child and/or; behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or behaved or may have behaved in a way that indicates they may not be suitable to work with children.	Behaviour/concerns that do not meet the setting's code of conduct but may not meet the allegation thresholds. Refer to setting's low level concern policy and procedure. There may have been a series or patterns of low-level concerns which cumulatively meet the threshold of an allegation, and result in a referral to LADO. If the designated safeguarding lead is unclear whether the incident meets the threshold of harm/risk of harm, they may need to seek guidance from the LADO before deciding if the concern or allegation meets the threshold of harm.	Behaviour which is consistent and in line with the setting's code of conduct and law.
Taking and sharing images of children in a state of undress, sexual Abuse.	Trying to help a child with intimate or personal care tasks which the child can undertake independently.	Using physical intervention to stop a child from running into the road during an outing.
Physically harming a child with intent, with or without leaving a mark. Force feeding, physical restraining or using force as a form of punishment, verbally bullying or humiliating, deliberately leaving children in soiled clothing.	Threatening to use corporal punishment. Indulges in fun fights, out of context tickling, or 'rough play' with children Use insensitive or unprofessional language or using inappropriate gestures around children including inappropriate nicknames which may demean, humiliate, or might be interpreted as such.	A qualified first aider causes an injury when carrying out CPR on a casualty in cardiac arrest.
Social care involvement with own children. Conviction or caution such as a conviction for assault.	Bringing the setting into disrepute, for example through the inappropriate use of social media. Undermining the fundamental British values/expressing prejudicial views.	Shouts at children if warning in an emergency/safety situation.
Persistent noncompliance with setting policies babysitting, changing, behaviour, lone working, touch, mobile phone, social media), persistent blurring of work life boundaries, domestic abuse, using illegal substances.	Social contact or communication with children or parents and carers outside of the setting without agreement with the setting's manager. Discussing personal, sexual relationships in the presence of children.	Comforts a child who is hurt of distressed in line with setting's positive handling/code of conduct.
	Showing favouritism to a child or behave in a manner which is either favourable or unfavourable to children. Handling of children that is inconsistent with the setting's positive handling policy such as gripping a child's hand too tightly if holding hands.	

Appendix A: Record Keeping Form for Low Level Concern

This is stored in Staff/All Users/

Safeguarding and Child Protection Policy and Procedures

**2025-
2026**

Date and time of record:		
Reporting <i>(If the person who raises the low-level concern does not wish to be named, the DSL/manager will respect that person's wishes as far as possible. Anonymity can never be promised when adults share low level concerns. Where possible adults are encouraged to consent to being named to help create a culture of openness and transparency. If the adult is self-reporting, then they should put their own name and role here).</i>		
Full Name of the adult reporting the concern:		
Role:		
Details of the adult involved <i>(who the concern is about)</i>		
Full Name:		
Role:		
Section 1. Details of the alleged incident/concern		
Date and time of incident:	Location of incident:	
Details of the incident/concern: <i>(Provide an accurate and precise account of the concern/incident in chronological order and include the context in which the low-level concern arose, who is involved and what has happened. Include details of any witnesses including witness statements, and a statement from the adult involved, include any other relevant or contextual information and precipitating factors that may be appropriate to factor in. Where the low-level concern is provided verbally then this form can be used to record the verbal conversation).</i>		
Signed by:		
Section 2: To be completed by the Manager/DSL		
Conclusion of incident/concern: <i>(Including rationale on why this concern does not meet the threshold of an allegation)</i>		
Action taken: <i>(This may include training, support and supervision, or the setting's disciplinary procedure being used to address conduct or performance, it may include strengthening the setting's own safeguarding policies and procedures).</i>		
Review of actions taken: <i>(Where multiple low-level concerns have been shared regarding the same individual, these will be kept in chronological order as a running record).</i>		
Name of Manager/DSL:		Signature:

Low Level Concerns Recording Form

Use this form to record any concern (no matter how small) when an adult may have acted in a way which is not consistent with Hartcliffe Primary School's code of conduct (including relating to their conduct outside of work) if the concern does not meet the threshold of an allegation.

Safeguarding and Child Protection Policy and Procedures

2025-2026

This record will be held securely in accordance with Hartcliffe Nursery School low-level concerns policy.

Appendix B

HARTCLIFFE NURSERY SCHOOL



Intimate Care Policy

Children's dignity is preserved

Aims

Hartcliffe Nursery School aims to support children's care and welfare on a daily basis in line with their individual needs. All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. At times children need to be cuddled, encouraged, held and offered physical reassurance.

Intimate care routines are essential throughout the day to ensure children's basic needs are met. This may include nappy changing, supporting children with toileting, changing clothes where required, first aid treatment and specialist medical support.

In order to maintain the child's privacy, these actions will take place on a one-to-one basis and wherever possible will be supported by the child's key person, with the exception of the first aid treatment that will be conducted by a qualified first aider.

The safety and welfare of the child involved in intimate care routines is paramount we and safeguard against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. All nappy changing and toilet areas are private yet visible. No areas are behind a closed door.

Through the following actions we will endeavour to support all parties:

- Promote consistent and caring relationships through the key person system in the nursery and ensure all parents understand how this works

Safeguarding and Child Protection Policy and Procedures

2025-
2026

- Ensure all staff undertaking intimate care routines have suitable enhanced DBS checks
- Train all staff in the appropriate methods for intimate care routines and access specialist training where required, i.e. first aid training, specialist medical support
- Conduct thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to intimate care routines
- Follow up on these procedures through supervision meetings and appraisals to identify any areas for development or further training
- Working closely with parents on all aspects of the child's care and education. This is essential for intimate care routines which require specialist training or support. If a child requires specific support the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
- Ensure all staff have an up-to-date understanding of safeguarding and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns in the most appropriate and speedy manner
- The setting operates a whistleblowing policy as a means for staff to raise concerns relating to their peers. The management will support this by ensuring staff feel confident in raising worries as they arise in order to safeguard the children in the nursery
- The management team regularly conducts working practice observations on all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes intimate care routines
- Staff will be trained in behaviour management techniques which will include using positive handling where required, e.g. if a child is likely to hurt themselves or others. Please refer to the nursery behaviour management policy for further information
- The nursery conducts regular risk assessments on all aspects of the nursery operation and this area is no exception. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

If any parent or member of staff has concerns or questions about intimate care procedures or individual routines please see their key person at the earliest opportunity.

One definition of intimate care is:

"Care tasks of an intimate nature associated with bodily functions, bodily products and personal hygiene, which demands direct or indirect contact with, or exposure of, the sexual parts of the body."

These tasks include:

Safeguarding and Child Protection Policy and Procedures 2025-2026

- Dressing and undressing (underwear),
- Helping a child use the toilet or potty including toilet learning,
- Changing a nappy
- Cleaning/wiping/washing intimate parts of the body

Intimate care must be a time for connection, care and a calm time for a child. Privacy must be offered depending on the children's age and development. Daily risk assessments must take place (as part of the setting daily risk assessment) of the toilet areas.



Intimate Care is part of our daily routine and crucial to a child's learning and development. It is part of our curriculum. Personal social and emotional development – taking care of myself.

Rationale: Why do we have...CARE ROUTINE

Intimate Care Routines/ Bathroom time is a time to:



- have space for intimacy and deep connection in a safe way.
- experience being cared for in a positive and respectful way by a trusted adult.
- build stronger attachments.
- empower you to take responsibility for your care needs.
- develop your self-care skills.
- develop your awareness of your physical needs.
- keep your body healthy and comfortable.
- learn to use the toilet with help and then independently.

Safeguarding and Child Protection Policy and Procedures | 2025-2026

-understand the importance of washing hands to stay clean and healthy.

The emotionally available adult will...

- ..Talk with your family and learn how toileting routines happen at home.
- ..Invest time to make your care routine special and a time for connection.
- ..Show you respect by tuning in to your personal needs and routine.
- ..Make the nappy changing and dressing area a pleasant place to be for you.
- ..Be invitational giving you choice about who changes your nappy and when.
- ..Reduce interrupting your play and give you time to finish your task first.
- ..Use visual props/ cards to support your understanding of bathroom routines.
- ..Provide a sturdy ladder so that you can climb up onto the changing table by yourself, encouraging your involvement in your care routines.
- ..Support your growing independence as you do things for yourself, such as pulling up your own pants after toileting, handwashing, recognising differing parental expectations.
- ..Talk with you about the importance of washing your hands.
- ..Praise you and celebrate your achievements with toileting and self-care.

Dressing and Undressing a Child

Children should be encouraged to be as independent as possible, depending upon their age and stage of development. Privacy should be offered and where a member of staff needs to help a child, this must be done in the toilet with the door open and other staff nearby in the classroom. This should be recorded on the sheet provided and parents informed where necessary.

Safeguarding and Child Protection Policy and Procedures

2025-2026

Nappy Changing

We aim to support the child's care and welfare in accordance with their individual needs. In order to provide them with a strong consistent relationship with an adult, they will be changed by their key Person wherever possible. This is a time for connection, quality interaction and reassurance.

We will work closely to ensure consistency for the child. Information will be shared between staff and parents about nappy changing and toilet learning.

- Only staff that hold a valid DBS certificate are allowed to change the children.
- This must only be in the designated changing area provided, which allows for privacy but is not closed off.
- Parents leave a supply of nappies, wipes and creams, which are stored in an individual named basket.

Method

- All children should be changed as and when needed, but at least once during each session. If a child's nappy is dry when checked agree with parents whether to change the nappy or not.
- All nappy changes must be recorded by the member of staff responsible. It should also be recorded whether the nappy was W (wet), D (Dry) or BM (bowel movement), C (cream used) or S (Sore). The time of nappy change must be recorded and the member of staff initials this on the chart.
- A child must be changed immediately if they soil their nappy or it becomes wet.
- If a child is sore, please inform team leader and parent.
- Children who have a daytime rest must have their nappy checked before going to sleep and changed when they wake up.

CHILDREN MUST NEVER BE LEFT ALONE ON A CHANGING MAT

PROCEDURES

- Ensure staff are prepared with all the necessary supplies before changing a child.
- When changing a nappy, staff members must wear a disposable apron and disposable gloves. These must be removed after every nappy change, disposed of and new ones worn for each child.
- Remove the nappy, dispose of it in a clean nappy bag, and place in the nappy bin once you have finished changing the child.
- Clean the child's bottom and genitals area remembering to wipe from front to back. Place used wipes in the nappy bag, tie and place in nappy bin. Dispose of gloves and apron.
- If requested by the child's carer, apply nappy cream using a new pair of gloves.

Safeguarding and Child Protection Policy and Procedures **2025-2026**

- Place a new nappy on the child.
- Wash both adult and child's hands.
- Clean the nappy change mat with anti-bacterial spray provided and dry with paper towel.
- Replace the items in the child's bag and check for supplies.
- Record nappy change on the sheet provided.

Toilet Learning

Be available to offer support and advice to parents, where necessary to decide if their child is ready for toilet learning. Potties are also available where necessary.

- Children may need to be monitored and supported when using the toilet.
- Ensure they wash their hands after each use.
- Encourage them to manage their own personal hygiene as soon as the children are able but give support where necessary.
- If a child soils themselves respond in a calm, reassuring way.
- Follow procedure for changing a child and record on nappy chart.
- Place any clothes in a double nappy bag and give to parents/carers at the end of the session.

Potty Learning

- If a child needs to use a potty provide a private space for them to do so.
- Parents are welcome to bring the child's own potty from home if they wish to do so. These must be provided in a separate labelled bag.
- Wear an apron and gloves.
- When finished dispose of waste in the toilet and clean with anti-bacterial spray.
- Wash hands.

SAFEGUARDING

If during the intimate care of a child, they are accidentally hurt, it is essential that they are reassured and the incident is reported to the Designated Safeguarding Lead who will record the incident and inform parents.

Any unusual emotional or behaviour response must also be reported and recorded.

All staff must be aware of the Hartcliffe Nursery School Safeguarding Policy and should follow guidelines if there are any concerns about a child's safety.

For further information about Toilet Learning, visit the ERIC website: <https://eric.org.uk/>

Key Changes and Safeguarding Measures 2025

Safeguarding and Child Protection Policy and Procedures **2025-2026**

- **Privacy and Supervision:**

Changing areas must be private but also allow for appropriate adult supervision at all times. Screens can be used to provide privacy while ensuring supervision.

- **Child Dignity:**

Procedures must be in place to ensure children are treated with dignity and respect during nappy changes and other personal care.

- **Record Keeping:**

Staff must maintain accurate records of nappy changes, noting any concerns such as unusual bowel movements, and share these with parents.