

KENILWORTH NURSERY & WHITNASH NURSERY



Child Protection and Safeguarding Policy **(including safer recruitment, allegations against staff and** **low-level concerns)**

2026-2027

Prepared using Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, the EYFS framework applying from 1 September 2026, and the Warwickshire 2026-27 model policy.

Approved by:		Date:
Last reviewed on:	September 2026	
Next review due by:	September 2027	

Contents

Sections 1-11	Sections 12-21 and appendices
1. Purpose, scope and policy basis	12. Early Support, Family Help and multi-agency working
2. Key staff and contacts	13. Children who may be at greater risk of harm
3. Core principles and expectations	14. Child-on-child abuse and harmful sexual behaviour
4. Roles and responsibilities	15. Specific safeguarding issues
5. Staff induction, training and professional support	16. Online safety, filtering and monitoring, mobile devices and AI
6. Concerns or allegations about adults	17. Teaching children to be safe
7. Safer recruitment, volunteers, contractors and visitors	18. Reasonable force, physical contact and intimate care
8. Recognising abuse, neglect and exploitation	19. Premises, lettings, off-site activities and third-party provision
9. Taking action when there is a concern about a child	20. Whistleblowing and escalation
10. CPOMS safeguarding recording and case management	21. Monitoring, review and publication
11. Confidentiality, information sharing and transfer of records	Appendices 1-5: abuse; concern flow; CPOMS; curriculum; sources

1. Purpose, scope and policy basis

Kenilworth & Whitnash Nursery Schools are committed to safeguarding and promoting the welfare of every child. Safeguarding is the foundation of the schools' work: children need secure relationships, predictable care and a feeling of safety before effective learning can take place. The schools expect every adult working in or on behalf of either school to share this commitment and to act in the child's best interests.

This policy applies to governors, all employees, agency and supply staff, trainee teachers and students, contractors, volunteers, visitors and any organisation using school premises. It applies to activities on either school site and to educational visits, community activity, remote contact and other activities for which the schools are responsible.

The policy should be read with at least Part One and Annex A of Keeping Children Safe in Education 2026, Annex B concerning the role of the Designated Safeguarding Lead, Working Together to Safeguard Children 2026, and section 3 of the Early Years Foundation Stage statutory framework for group and school-based providers applying from 1 September 2026.

It also forms part of the schools' wider safeguarding framework and should be read alongside the current versions of the Staff Behaviour/Code of Conduct, Managing Allegations and Low-level Concerns, Behaviour, Attendance, Online Safety, Filtering and Monitoring, Prevent, Intimate Care, SEND, Medical Conditions and First Aid, Safer Recruitment, Whistleblowing, Data Protection, Records Retention, Educational Visits, Lettings and Complaints policies and procedures. Policy titles are to be checked before approval.

1.1 Definitions

- Safeguarding and promoting welfare means providing help and support as soon as problems emerge; protecting children from maltreatment inside or outside the home, including online; preventing impairment of mental and physical health or development; ensuring safe and effective care; and taking action so children have the best outcomes.
- Child protection is the activity undertaken to protect a child who is suffering, or is likely to suffer, significant harm.
- A child is anyone under 18. In this policy, "children" primarily refers to children attending the nursery schools, but staff must understand safeguarding issues across childhood.
- Staff includes every person working for or on behalf of the schools, whether paid or unpaid, permanent, temporary, employed by another organisation or in training.
- Parent includes birth parents and any adult who holds parental responsibility or undertakes a parenting role.
- Extra-familial harm is abuse or exploitation arising outside a child's family environment. Contextual safeguarding is the approach used to understand and respond to the relationships and environments in which such harm occurs.

1.2 Nursery-specific safeguarding context

Very young children may be unable to describe what has happened to them and may communicate distress through behaviour, play, movement, sleep, eating, toileting, attachment, physical presentation, attendance or changes in development. Some children may be pre-verbal, non-speaking, use augmentative communication, have SEND or medical needs, or be highly dependent on adults for intimate and personal care. Staff must remain professionally curious and must not assume that an indicator is explained by age, disability, SEND, culture or family circumstance.

The schools will maintain strong professional boundaries around intimate care, physical contact, one-to-one work, photography, personal devices, collection arrangements and communication with families. The two-school structure requires clear DSL and Deputy DSL cover, secure information sharing between authorised safeguarding staff and prompt action regardless of the site at which a concern first arises.

2. Key staff and contacts

Role	Name / contact
Executive Headteacher	Rachel Barber
Designated Safeguarding Lead (lead DSL for both schools)	Rachel Barber
Deputy Designated Safeguarding Leads	Donna O'Brien; Amy Dougherty; Laura McCarthy; Theresa Hancox, Melissa Goodard
Mental Health / Self-harm Lead	Rachel Barber; Donna O'Brien; Laura McCarthy
Online Safety / Filtering and Monitoring Lead	Rachel Barber
Prevent Duty Lead	Rachel Barber
Attendance	Emily Clemett; Emma Fleming
Designated Teacher for looked-after and previously looked-after children	Rachel Barber
Young Carers Lead	Rachel Barber
Nominated Safeguarding Governor	Nicola Morgan
Chair of Governors / contact for concerns about the Executive Headteacher	Alison Paverley
School office contact	Kenilworth: 01926 853394 Whitnash: 01926 335312

Agency / service	Contact details
Warwickshire Family Connect - child safeguarding and social care	01926 414144. Use the professional option. Check current published opening hours before approval.
Emergency Duty Team - outside normal office hours	01926 886922
Immediate danger / emergency	Police 999
Local Authority Designated Officer (LADO) / Position of Trust	lado@warwickshire.gov.uk 01926 745376 use the current Position of Trust referral form
NSPCC Whistleblowing Advice Line	0800 028 0285
Warwickshire Safeguarding Children Partnership	Use current Warwickshire safeguarding procedures and Spectrum of Support

CONTACT CHECK

Local safeguarding routes can change. The DSL must check the Warwickshire County Council and Warwickshire Safeguarding Children Partnership websites immediately before approval and whenever an update is notified.

3. Core principles and expectations

- Safeguarding is everyone's responsibility and the child's welfare is paramount.
- The schools will maintain an attitude of "it could happen here". The absence of reports does not mean that abuse is not occurring.
- Every concern will be listened to, taken seriously, recorded and considered promptly. Staff do not need proof before reporting a concern.
- Children will be listened to and their wishes, feelings, communication needs, age and developmental stage will be considered.
- Children will never be made to feel that they are creating a problem by reporting harm or that they are responsible for abuse.
- The schools will act in an inclusive, anti-discriminatory way and challenge prejudice, racism and discrimination.
- Safeguarding concerns commonly overlap. Staff will consider the child's whole circumstances rather than applying a single label.
- Information will be shared lawfully, proportionately and securely when this is necessary to protect a child or provide support.
- Safeguarding practice will be reviewed after incidents, complaints, allegations, audits and changes to guidance or local procedures.

4. Roles and responsibilities

4.1 Governing body

- Approve and review this policy at least annually and ensure that safeguarding arrangements comply with law, statutory guidance, the EYFS and local procedures.
- Appoint a senior DSL and suitably trained deputies, provide them with authority, time, resources, training and appropriate supervision/support, and ensure robust cover.
- Receive appropriate safeguarding and online-safety training at induction and regular updates so governors can provide effective challenge and assurance.
- Ensure safer recruitment, the single central record, allegations and low-level concerns, staff training, online safety, filtering and monitoring, information sharing and record transfer are effective in practice.
- Ensure that all staff, including staff who do not work directly with children, read Part One of KCSIE 2026 and are supported to understand it.
- Ensure a named governor maintains appropriate oversight without becoming involved in individual operational cases unless required by procedure.

4.2 Executive Headteacher

- Ensure that this policy and related procedures are understood and implemented consistently at both schools.
- Create an open safeguarding culture in which children are listened to and adults can report concerns, mistakes, poor practice and low-level concerns without fear of inappropriate reprisal.

- Provide adequate DSL/DDSL capacity, CPOMS resources, staff training and confidential cover arrangements.
- Ensure concerns about adults are managed under KCSIE Part Four and local LADO procedures, and that statutory DBS or Teaching Regulation Agency referrals are made where criteria are met.
- Ensure filtering and monitoring responsibilities are allocated, systems are reviewed at least annually and identified concerns are acted upon.
- Provide the governing body with sufficient information to scrutinise safeguarding while preserving confidentiality.

4.3 Designated Safeguarding Lead

- Take lead responsibility for safeguarding and child protection, including online safety, filtering and monitoring and oversight of CPOMS safeguarding records.
- Be available during school hours, with an appropriately trained Deputy DSL available when the DSL is absent. Arrangements for school activities outside normal hours will be agreed and communicated.
- Advise and support staff, manage referrals, work with Family Connect, social care, police, health, LADO and other agencies, and contribute to assessments and plans.
- Maintain a complete safeguarding picture across both schools, review concerns and actions, identify patterns, escalate when risk increases or support is ineffective, and record the rationale for decisions.
- Ensure that records are accurate, secure, accessible only on a need-to-know basis, and transferred separately and securely when a child moves setting.
- Promote appropriate engagement with parents unless this may increase risk, cause delay or compromise an investigation.
- Ensure the policy is reviewed annually and updated when issues emerge, and that parents understand the school's safeguarding responsibilities and referral role.

4.4 Deputy Designated Safeguarding Leads

Deputy DSLs are trained to the same standard as the DSL, receive the same updates, have appropriate access to safeguarding information and systems, and carry out delegated safeguarding functions. The DSL retains ultimate lead responsibility. At least one DSL or Deputy DSL will be available to each site during operating hours.

4.5 All staff and volunteers

Know the identity of the DSL and deputies, understand this policy and follow the reporting process immediately.

- Read Part One of KCSIE 2026. Staff working directly with children must also read Annex A; leaders and the DSL must ensure role-specific sections are read where relevant.
- Maintain professional curiosity, notice changes and patterns, listen to children, and never assume somebody else will act.
- Report urgent concerns verbally to the DSL/DDSL without delay and make the required written record. Recording electronically does not replace direct communication.
- Do not investigate, ask leading questions, promise confidentiality, confront an alleged perpetrator or discuss a case with people who do not need to know.
- Support social care and other agencies after a referral and continue to monitor and report further concerns.

5. Staff induction, training and professional support

All staff will receive safeguarding and child protection training, including online safety and filtering and monitoring responsibilities, at induction. Training will be updated regularly and staff will receive updates as required and at least annually. Staff will confirm that they have received, read and understood the relevant guidance and policies.

- The child-centred approach, signs and indicators of abuse, neglect, exploitation and modern slavery, and the fact that concerns often overlap.
- Responding to a disclosure and communicating with very young, non-speaking or disabled children.
- Early Support, Targeted Early Support, Family Help and statutory referral thresholds in Warwickshire.
- Children absent from education, domestic abuse, Operation Encompass, private fostering, FGM, Prevent, exploitation and online harm.
- Child-on-child abuse and developmentally appropriate responses to harmful sexual behaviour.
- Allegations, low-level concerns, whistleblowing and transferable risk relating to adults.
- Online safety, generative AI, deepfakes, personal devices, photography and filtering and monitoring.
- Mental health concerns that may also be safeguarding concerns, including self-harm and suicide risk.
- CPOMS training before access is enabled, including factual recording, urgent escalation, actions/outcomes, confidentiality and downtime arrangements.

DSLs and Deputy DSLs will complete role-specific training at least every two years and refresh their knowledge and skills at least annually. Governors will receive appropriate safeguarding and online-safety training at induction and regular updates. Volunteers and contractors will receive information and training proportionate to their roles.

6. Concerns or allegations about adults

This section applies to all adults working in or on behalf of the schools, including supply staff, trainee teachers, students, volunteers and contractors. Every concern about an adult, however small, must be reported promptly. The schools will not stop using a third-party worker as an alternative to considering and managing a safeguarding allegation.

6.1 Concerns that may meet the harm threshold

A concern may meet the harm threshold where an adult has behaved in a way that has harmed or may have harmed a child; possibly committed an offence against or related to a child; behaved in a way indicating that they may pose a risk of harm; or behaved, or may have behaved, in a way indicating that they may not be suitable to work with children. The final test includes relevant conduct outside work and is sometimes described as transferable risk.

- Report the concern immediately to the Executive Headteacher. The Executive Headteacher will act as case manager and consult the LADO without delay and before any substantive internal investigation.
- A concern about the Executive Headteacher must be reported immediately to the Chair of Governors. Name/contact: Alison Paverley.
- Where a conflict exists, the usual route is unavailable or the response is inadequate, staff may contact the LADO directly and may use whistleblowing procedures.
- The agency, employer or training provider will be informed where relevant. The schools retain responsibility for protecting children and establishing immediate facts.

6.2 Low-level concerns

A low-level concern is any concern, no matter how small, including a sense of unease or “nagging doubt”, that an adult may have acted inconsistently with the Staff Code of Conduct but the behaviour does not appear to meet the harm threshold. Examples include over-friendliness, favourites, inappropriate language, humiliating a child, use of a personal phone to photograph children, inappropriate one-to-one contact, or failure to maintain professional boundaries.

- Low-level concerns must be reported without delay to the Executive Headteacher. A concern about the DSL is reported to the Executive Headteacher; a concern about the Executive Headteacher is reported to the Chair of Governors.
- The concern, context, decision, rationale and action will be recorded securely. Advice will be obtained from the LADO where there is doubt about the threshold.
- Records will be reviewed for patterns involving an individual, team, site, policy, culture, supervision or training. A pattern may cause the matter to be reconsidered under the harm-threshold procedure.
- Low-level concerns about adults will not be recorded in a child's CPOMS chronology unless the DSL decides that child-specific safeguarding information needs to be captured. Adult case-management records will be held in the approved confidential system.

7. Safer recruitment, volunteers, contractors and visitors

The schools follow KCSIE 2026 and Warwickshire safer-recruitment arrangements to deter, reject or identify people who may pose a risk. Required identity, right-to-work, qualification, employment history, reference, prohibition, disqualification, criminal-record and barred-list checks will be completed and recorded as applicable. At least one member of each recruitment panel will have completed safer recruitment training.

7.1 Volunteers

Volunteer roles will be assessed before work begins. From 1 September 2026, a volunteer who teaches, trains, instructs, cares for or supervises children frequently, on more than three days in a 30-day period, or overnight, may be undertaking regulated activity even where supervised. The appropriate enhanced DBS and children barred-list check will be obtained where the statutory criteria are met. Existing volunteer roles will be reviewed against the changed requirements.

A volunteer for whom no appropriate checks have been obtained will not be left unsupervised or permitted to undertake regulated activity. Where a volunteer is not in regulated activity, the school will record a risk assessment and determine the lawful and proportionate checks and supervision required.

7.2 Contractors, agency staff and trainee teachers

The schools will obtain written assurance that appropriate checks have been completed and will verify identity on arrival. The schools and the employing agency, contractor or training provider share safeguarding responsibilities. Self-employed contractors will be checked directly or their eligible check will be verified. An adult without the necessary assurance will not work unsupervised or undertake regulated activity while children are present.

7.3 Visitors, site security and the single central record

Visitors will sign in, receive appropriate identification and follow safeguarding and conduct requirements. Professional visitors' identity and organisational assurance will be checked. Escort and supervision decisions will reflect the purpose of the visit, contact with children and checks completed. The Office Manager maintains the single central record; the DSL and safeguarding governor will arrange regular audits. Name/role arrangements should be reconfirmed before approval.

8. Recognising abuse, neglect and exploitation

Abuse is maltreatment of a child through inflicting harm or failing to prevent harm. Harm may include non-physical ill-treatment and the impact of seeing, hearing or experiencing the effects of domestic abuse. Abuse may occur within or outside the family, in an institution or community, online or through technology, and may be caused by adults or other children. Children may also harm parents or caregivers.

The four categories of abuse - physical abuse, emotional abuse, sexual abuse and neglect - are summarised in Appendix 1. Staff must also be alert to exploitation, modern slavery, domestic abuse, harmful sexual behaviour, online harm, mental health concerns, serious violence, radicalisation and other overlapping issues described in this policy and KCSIE Annex A.

9. Taking action when there is a concern about a child

9.1 Immediate action

- Where a child or another person is in immediate danger, take necessary protective action, call 999 and obtain emergency medical help as required. Inform the DSL/DDSL as soon as it is safe to do so.
- Report every safeguarding concern to the DSL or a Deputy DSL immediately. Do not wait until the end of the day where the concern may be urgent.
- If a DSL/DDSL is unavailable, staff must not delay action: contact Family Connect, police or emergency services as appropriate and inform the Executive Headteacher/DSL as soon as possible.
- Make a written record as soon as possible on the approved system or contingency form. Continue to report further information even after a referral has been made.

9.2 If a child discloses harm

- Listen calmly, take the child seriously and allow them to communicate at their own pace and by their usual means.
- Use open prompts only where necessary to clarify what is being said. Do not ask leading questions or seek proof.
- Do not promise secrecy. Explain in a developmentally appropriate way that the information must be shared with people who can help.
- Record the child's words as accurately as possible, together with observations, context, date, time and who was present.
- Do not confront the alleged perpetrator or discuss the account with parents before consulting the DSL where this may increase risk or compromise action.
- Reassure the child that they have done the right thing, that they are not to blame and that adults will help keep them safe.

9.3 Referral, parents and escalation

The DSL will use the Warwickshire Spectrum of Support and current local procedures to decide whether the child requires school support, community-based Early Support, Targeted Early Support, Family Help, a section 17 assessment, section 47 enquiries, police action or another referral. A referral to Family Connect will normally be made by telephone. The decision, advice, action and rationale for making or not making a referral will be recorded.

Parents will normally be informed and involved unless consultation may increase risk to the child or another person, lead to evidence being lost, cause unacceptable delay or compromise a police/social-care investigation. Where uncertain, the DSL will seek advice from Family Connect before speaking with parents.

If the child's situation does not improve, the response is delayed or the school disagrees with an agency decision, the DSL will reconsider risk, follow Warwickshire escalation procedures and continue to advocate for the child. Any staff member may make a direct referral where necessary and must inform the DSL as soon as possible.

10. CPOMS safeguarding recording and case management

SCOPE OF CPOMS IN THIS POLICY

CPOMS is authorised here for safeguarding and child-protection concerns, actions, chronologies and related safeguarding documents only. This draft does not authorise CPOMS as the general repository for routine home-school communication. Any wider use requires separate leadership confirmation, data-protection review, access design and procedural documentation.

10.1 Transition

- Only staff who have completed the required training and have an individual authorised account may enter or access records. Sharing accounts or leaving a logged-in device unattended is prohibited.
- If CPOMS is unavailable, staff will report verbally and complete the approved paper downtime concern form. The DSL will ensure the entry and actions are securely transferred into CPOMS when service is restored, retaining the original in accordance with the retention procedure.

10.2 Reporting is not the same as recording

Entering a concern in CPOMS does not replace speaking directly to the DSL/DDSL where the matter is urgent, involves immediate risk, requires action that day, concerns an adult, or staff are unsure of the seriousness. Staff remain responsible for checking that an urgent concern has been received and understood.

10.3 Recording standard

- Record as soon as possible and normally on the same working day. Include the child's full name, date and time of the event and record, site/location, people present and how the information arose.
- Separate fact, direct observation, the child's exact words and professional opinion. Avoid speculation, labels, blame, judgemental language and unexplained abbreviations.
- Describe injuries or presentation accurately and use the approved body-map process where appropriate. Do not take photographs on personal devices.
- Record immediate protective action, first aid, people informed, parent/carers contact or the reason contact was deferred, advice received and any referral.
- The DSL/DDSL records decisions, risk assessment, actions, allocated responsibility, review date, outcome and the rationale for referral or non-referral.
- Correct errors transparently through the system's audit process. Records must not be deleted or rewritten to conceal the original entry.

10.4 Access, quality assurance and information governance

- Access will be role-based and limited to information needed for the person's role. The DSL will approve access and review permissions at least termly and whenever roles change or a person leaves.

- The DSL will routinely review untriaged entries, overdue actions, categories, chronologies and record quality. Audit logs will be used where concern arises about access or changes.
- The DPO will be involved in the Data Protection Impact Assessment, privacy notices, processor terms, retention, subject-access and breach procedures. Staff must not export, print, email or download records unless authorised and necessary.
- Legacy paper child-protection files will remain secure and will be cross-referenced to CPOMS. Any scanning, summarising or migration project must be approved by the DSL and DPO, preserve evidential integrity and avoid unnecessary duplication.

11. Confidentiality, information sharing and transfer of records

Confidentiality is not secrecy. Staff will only involve people who need the information, but fears about data protection must not prevent necessary safeguarding action. Information may be shared without consent where there is a lawful safeguarding purpose, where obtaining consent would place someone at risk, where consent cannot reasonably be obtained or where a statutory duty applies.

- Share information that is relevant, accurate, necessary, proportionate, timely and secure. Record what was shared, with whom, why, the lawful basis/necessity and any decision not to seek consent.
- Safeguarding records are kept separately from the main educational record and accessed only by authorised people.
- When a child leaves, the DSL will transfer the child-protection file separately and securely to the receiving DSL, obtain confirmation of receipt and consider sharing essential information in advance to enable safety and support arrangements.
- The file will be transferred within five days of an in-year transfer or within the first five days of the start of a new term, in line with KCSIE 2026. A copy will not normally be retained once secure receipt is confirmed unless law, inquiry hold or local retention advice requires it.
- Requests for access, correction, restriction or disclosure of safeguarding records will be referred to the Headteacher, DSL and DPO. Third-party information and the risk of harm will be considered before disclosure.

12. Early Support, Family Help and multi-agency working

In Warwickshire, early intervention is described as Early Support and may increase to Targeted Early Support where coordinated help is needed. Family Help includes targeted early help and statutory support for children in need under section 17 of the Children Act 1989. Section 47 enquiries apply where there is reasonable cause to suspect significant harm. Staff will use the current Spectrum of Support and seek advice from the DSL or Family Connect.

- Identify needs early, work respectfully with families and build on strengths while maintaining focus on the child's safety and lived experience.
- Contribute to assessments, Family Help plans, child-in-need plans, child-protection plans, strategy discussions and conferences as requested.
- Provide relevant information promptly and support social workers and other professionals to see and communicate with the child.
- Keep support under review. Escalate when risk increases, plans drift, agreed actions are not completed or the child's circumstances do not improve.

13. Children who may be at greater risk of harm

Any child may need help or protection. Staff will be particularly alert to additional barriers and vulnerability where a child is disabled or has SEND or a medical condition; has mental-health needs; is a young carer; is looked after, previously looked after or in kinship care; has a social worker; experiences domestic abuse, parental offending, substance misuse or adult mental ill-health; is privately fostered; is frequently absent; is at risk of exploitation, trafficking, modern slavery, radicalisation or honour/faith-based abuse; or has already displayed harmful behaviour.

Children with SEND or communication differences may be more vulnerable because of dependency, isolation, difficulty recognising or reporting harm, being disproportionately affected by bullying, or adults attributing signs of abuse to disability. The schools will use each child's preferred communication, seek specialist advice where needed and ensure that safeguarding remains distinct from SEND assessment and provision.

14. Child-on-child abuse and harmful sexual behaviour

Children can harm other children inside or outside school and online. Even if there are no reports, staff must not assume it is not happening. In a nursery context, behaviour must be considered in relation to age, developmental stage, power, coercion, repetition, intent, impact and the needs of every child involved. Child-on-child abuse is a safeguarding concern for the child harmed and for the child displaying the behaviour, who may also need protection and support.

- All concerns are reported to the DSL and recorded. Harmful or abusive behaviour will not be dismissed as play, curiosity, banter or "part of growing up".
- The immediate safety of all children will be assessed. Separate support and risk-management plans will be considered for the child harmed and the child displaying the behaviour.
- Parents will normally be involved, subject to the same risk and investigation considerations that apply to other safeguarding concerns.
- The DSL will consider consultation or referral to social care, police, health or specialist services and whether the behaviour may indicate that a child has experienced abuse.
- The schools' curriculum, environment, supervision and staff practice will promote consent, privacy, respectful boundaries, equality, safe touch and help-seeking in developmentally appropriate ways.

15. Specific safeguarding issues

15.1 Domestic abuse and Operation Encompass

Children may see, hear or experience the effects of domestic abuse and are victims in their own right. Staff will be alert to changes in behaviour, attachment, anxiety, aggression, withdrawal, sleep, play and development. All concerns will be reported and recorded. The schools participate in Operation Encompass. The DSL will ensure notifications are handled confidentially, recorded and used to offer proportionate support without automatically questioning the child.

15.2 Children absent from education and children not collected

Repeated, prolonged or unexplained absence may be a warning sign of abuse, neglect, exploitation, domestic abuse, mental ill-health, FGM, forced marriage or other harm. Attendance patterns and unsuccessful contact with families will be shared promptly with the DSL and managed under the Attendance Policy and local procedures.

Parents must provide current contact details and at least two emergency contacts. Where a child is not collected, staff will follow the uncollected-child procedure, maintain timed records of calls and actions, inform the DSL and contact police or Family Connect where the child's welfare may be at risk. The exact operational timescales should be checked against the current collection procedure before approval.

15.3 Child sexual exploitation, criminal exploitation, trafficking and modern slavery

Exploitation involves an individual or group taking advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. A child cannot consent to exploitation. Victims may not recognise what is happening and may appear to receive something they need or want. Staff will consider exploitation and trafficking when behaviour, relationships, missing episodes, unexplained items or family circumstances cause concern and will follow local referral and National Referral Mechanism arrangements where appropriate.

15.4 Radicalisation and the Prevent duty

The schools will assess local risk, work with partners, train staff and use appropriate filtering and monitoring. Any concern that a child or family may be vulnerable to radicalisation will be reported to the DSL, who will follow the Prevent referral process and make a concurrent safeguarding referral to Family Connect where required by Warwickshire arrangements. Staff will promote respectful relationships, inclusion and fundamental British values through age-appropriate practice.

15.5 Female genital mutilation, forced marriage and honour or faith-based abuse

Concerns about FGM, forced marriage or other honour or faith-based abuse must be reported immediately to the DSL. Where a teacher discovers that FGM appears to have been carried out on a girl under 18, the teacher has a personal legal duty to report this to the police. Immediate danger requires 999. Staff will not approach family or community members where this could increase risk.

15.6 Private fostering

A private fostering arrangement generally arises when a child under 16, or under 18 if disabled, is cared for for 28 days or more by someone who is not a parent or close relative, under a private arrangement. Staff must notify the DSL of any known or suspected arrangement. The school and carer have duties to notify the local authority and the relationship of adults registering or collecting the child will be checked.

15.7 Child abduction and family disputes

Staff must report threats or information suggesting that a child may be removed or retained without lawful authority, including concerns arising from parental disputes, domestic abuse or planned travel. Collection permissions and court orders will be recorded and followed. An imminent threat or suspected abduction requires immediate police contact on 999 and notification to the DSL.

15.8 Mental health, self-harm and suicide risk

Mental health difficulties can be a consequence or indicator of abuse, neglect or exploitation and may themselves become a safeguarding concern. Staff do not diagnose, but will notice significant changes, distress, withdrawal, aggression, sleep/eating changes, self-neglect, self-harm or statements suggesting suicidal thoughts. Any concern that is also a safeguarding concern will be reported immediately. Immediate danger requires 999/A&E; urgent non-emergency mental-health support may be sought through NHS 111 and local services.

15.9 Children with medical conditions

Medical needs will be supported under the Medical Conditions and First Aid policies. A medical issue is not automatically a safeguarding concern; however, staff must report circumstances that may indicate neglect, fabricated or induced illness, repeated failure to provide essential medication/equipment, or withholding necessary treatment. Where rest or sleep is provided, staff will follow the safer-sleep requirements in the EYFS framework applying from September 2026.

15.10 Homelessness, parental offending, court proceedings and young carers

Housing instability, parental imprisonment, family court proceedings and caring responsibilities can affect safety, wellbeing, attendance and development. Staff will report safeguarding concerns and work with families and relevant services. Information will be shared with children in an age-appropriate and sensitive way, and support will avoid stigma or assumptions.

15.11 Serious violence and weapons

Although less likely to arise directly within a nursery, staff must understand that serious violence, weapon-related threats and criminal exploitation may affect children's families, siblings or community environment. Any relevant information affecting a child's safety will be reported to the DSL, who will assess risk, contact police or social care as appropriate and plan support.

16. Online safety, filtering and monitoring, mobile devices and AI

Online safety is a whole-school safeguarding responsibility. Risks include harmful content, harmful contact with people or generative AI applications, harmful conduct such as bullying or making/sharing explicit images, and commercial risks such as scams. For young children, exposure may occur through family devices, games, video platforms, connected toys, cameras, school systems and adults' use of technology.

- Use age-appropriate curriculum and parent engagement to promote safe, balanced use of technology and help-seeking.
- Maintain filtering and monitoring that is proportionate to the children, devices, systems and local risk while avoiding unreasonable over-blocking.
- Allocate clear responsibilities and review filtering and monitoring at least annually, recording checks, findings and actions.
- Report safeguarding information identified through monitoring to the DSL and record/action it under this policy.
- Only school-approved systems and accounts may be used. Staff must follow the Staff Code of Conduct and photography/personal-device rules.
- Confidential or identifiable child information must not be entered into a generative AI system unless expressly authorised following data-protection and safeguarding review.
- AI-generated sexual imagery, deepfakes, harmful simulated interactions, manipulation or other AI-related safeguarding concerns must be reported to the DSL.

17. Teaching children to be safe

Safeguarding is embedded through the EYFS curriculum, daily routines, stories, play, relationships, visual support, modelling and responsive conversations. Teaching is developmentally appropriate, inclusive and adapted for communication needs. It includes naming feelings and trusted adults; asking for help; body ownership, privacy

and consent; safe and unsafe touch; respectful relationships and difference; safe use of technology; road, fire, water and community safety; and what to do when something feels wrong.

Staff will listen to children's views about places, routines, people and experiences that feel safe or unsafe.

Curriculum content and supervision will be adjusted in response to the schools' safeguarding picture, local risks and learning from incidents. Appendix 4 provides a draft curriculum summary for confirmation.

18. Reasonable force, physical contact and intimate care

There are limited circumstances in which reasonable force may be used to protect a child or another person. Any force must be necessary, proportionate and used for the shortest possible time. The schools will not operate a blanket "no contact" approach: safe, appropriate physical care and comfort are essential in early years, but must be child-centred, professionally appropriate and consistent with the Staff Code of Conduct and Intimate Care Policy.

Children with SEND, medical needs or trauma may require individual behaviour plans and reasonable adjustments. Any use of restrictive intervention will be recorded via CPOMs, reviewed and shared with parents as appropriate. An incident suggesting abuse, poor practice or harm will also be managed under safeguarding and allegations procedures.

19. Premises, lettings, off-site activities and third-party provision

Safeguarding responsibilities apply to educational visits, community activities and services managed by the schools. Risk assessments will consider supervision, communication, transport, collection, intimate care, first aid, emergency contacts and DSL access. When another organisation uses school premises, the school will obtain assurance about safeguarding, safer recruitment and concern-sharing arrangements and include these in the letting or transfer-of-control agreement. Failure to comply may result in termination.

If children attend any off-site or alternative provision arranged by the school, the school remains responsible for safeguarding due diligence, information sharing, attendance monitoring and regular review. Any such arrangement must be approved by the Executive Headteacher/DSL and recorded.

20. Whistleblowing and escalation

Staff must raise concerns about unsafe practice, failures in safeguarding arrangements or a concern that is not being handled effectively. The first route is normally the Executive Headteacher, Chair of Governors or the school's Whistleblowing Policy, depending on the subject of the concern. Staff may contact the LADO, Family Connect, police, local authority or NSPCC Whistleblowing Advice Line where internal routes are inappropriate, exhausted or would place a child at risk. No person should be disadvantaged for raising a genuine concern in good faith.

21. Monitoring, review and publication

- The DSL and Executive Headteacher will review implementation through case auditing, CPOMS quality assurance, staff feedback, training records, SCR checks, filtering/monitoring reviews, attendance patterns, concerns about adults and lessons from incidents.
- The governing body will review and approve the policy at least annually. Interim review will occur after changes in law/guidance/local procedures, implementation of a new system, a significant incident, a complaint, an audit finding or identified learning.
- The approved policy will be published on the school website and made available to parents. Staff and relevant volunteers will receive the policy and confirm that they understand it.
- The superseded version will be archived with approval records and the revision history will be maintained.

DRAFT

Appendix 1 - The four categories of abuse

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm. It also includes fabricated or deliberately induced illness.

Emotional abuse

Emotional abuse is persistent emotional maltreatment causing severe and adverse effects on emotional development. It can include rejection, persistent criticism or name-calling, silencing or mocking communication, inappropriate expectations, overprotection, preventing normal interaction, witnessing ill-treatment, serious bullying, exploitation or corruption. Some emotional harm is present in all forms of abuse.

Sexual abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activity, whether or not the child understands what is happening. It includes contact and non-contact activity, involving children in sexual images or activity, grooming, and online-facilitated abuse. It may be perpetrated by adults or other children.

Neglect

Neglect is persistent failure to meet basic physical or psychological needs, likely to seriously impair health or development. It may include inadequate food, clothing, shelter, supervision or medical care, failure to protect from harm, abandonment, or unresponsiveness to emotional needs. Neglect may begin during pregnancy.

Appendix 2 - Staff safeguarding concern flow

1. Immediate danger or serious medical emergency: protect the child, call 999/seek emergency medical help, then notify the DSL/DDSL.
2. Concern, observation, information or disclosure: listen, do not investigate, preserve the child's words and report directly to the DSL/DDSL without delay.
3. Make the written record: use CPOMS; Urgent verbal reporting always comes first.
4. DSL/DDSL reviews risk and immediate safety, decides parent contact, obtains advice and makes referral where required.
5. DSL/DDSL records decision, rationale, actions, responsible person and review date. Staff continue to monitor and add new information.
6. No improvement, delay or disagreement: reassess and escalate using Warwickshire procedures. Any practitioner may refer directly if necessary.

Appendix 3 - CPOMS minimum recording standard and transition checklist

Area	Required standard
Initial entry	Child, date/time, site, source of concern, factual account, child's words, observations, people present, immediate action and urgency clearly recorded.
DSL response	Risk assessment, parent decision, consultation/referral, action owner, deadline/review date, safety/support arrangements and rationale recorded.
Attachments	Only necessary safeguarding material from an authorised source. No personal-device images, routine communication.

Area	Required standard
Quality assurance	Daily/regular review of new entries; overdue actions; chronology and category checks; termly access review; periodic sample audit and feedback.
Downtime	Verbal report plus signed/dated paper form; secure storage; transfer to CPOMS after restoration; preserve original and note the transfer.
Leaving staff / role changes	Access removed or changed promptly; shared accounts prohibited; audit logs retained.
Child transfer	Secure separate transfer to receiving DSL; confirmation of receipt; advance risk information where necessary; transfer within KCSIE timescales.

Appendix 4 - Draft nursery safeguarding curriculum summary

Theme	Examples of age-appropriate provision
Trusted adults and help-seeking	Key-person relationships; identifying adults who help; visual help cards; practising how to tell or show an adult when worried.
Feelings and communication	Naming emotions; recognising body signals; stories and play about worries; communication systems accessible to children with SEND.
Body ownership, privacy and consent	Correct, age-appropriate body vocabulary; private parts; asking permission; respecting “no/stop”; safe touch and care routines; secrets versus surprises.
Relationships and equality	Kindness, boundaries, turn-taking, difference, anti-bullying and challenging prejudice or discriminatory language.
Online and media safety	Adult supervision; asking before using devices/cameras; what to do if something is frightening; balanced screen use; parent information.
Everyday safety	Road, fire, water, medicines, animals, strangers/unknown adults, collection arrangements and emergency routines.
Responsive curriculum	Themes adjusted following local risks, safeguarding patterns, children’s questions and learning from incidents, while protecting confidentiality.

Appendix 5 - Source and verification note

This draft was prepared from the school’s 2025-26 safeguarding policy, Keeping Children Safe in Education 2026, the Warwickshire Education Safeguarding Team model policy 2026-27, Working Together to Safeguard Children 2026, and the EYFS statutory framework for group and school-based providers applying from 1 September 2026. It must be checked against any amendment published before its effective date and against current Warwickshire procedures and contacts.

*Key local contacts used in this draft were checked on Warwickshire County Council pages on 31 July 2026:
Family Connect 01926 414144; Emergency Duty Team 01926 886922; LADO 01926 745376 and*

lado@warwickshire.gov.uk. The Warwickshire model contained a conflicting out-of-hours number, so the current council safeguarding page has been used. Recheck immediately before approval.

DRAFT