



GEOFFREY FIELD INFANT SCHOOL

Child Protection Policy 2025 to 2026

AIMS

The aim of this Policy is to ensure that the school safeguards and promotes the welfare of children effectively, in accordance with the duties arising from Section 175 of the Education Act 2002, and guidance issued by Department for Education¹.

Safeguarding and promoting the welfare of children is defined within the DfE guidance Working together to safeguard children 2023 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 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
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

PRINCIPLES

It is a basic right of every child to feel safe and protected from any situation or practice that may result in a child being harmed through harassment, violence, abuse or neglect. As set out in the Human Rights Act being subjected to harassment, violence, abuse or neglect may breach a child's rights.

This school recognises its legal and ethical duty to promote the welfare of pupils at the school, protect them from harm, and take appropriate action where we have concerns. We agree that we have a primary responsibility for the care, wellbeing (both mental and physical health) and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning (including the coverage of relevant issues through Relationships and Health Education - revised guidance available from September 2025), extracurricular activities, pastoral care and extended school activities.

The school staff are made aware of and understand their role in building relationships, identifying concerns and providing direct support to children. The adults in this school may be the first trusted adult to whom children report safeguarding concerns.

The school seeks to adopt an open, accepting and positive attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

As a consequence, we:

- assert that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process.

¹ Keeping Children Safe in Education – DfE 2025 & Working together to Safeguard Children - DfE 2023



- recognise that abuse and neglect are likely to have significant detrimental impacts on a child's learning, social and emotional wellbeing, behaviour and attendance.
- accept totally that safeguarding children is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities.
- recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing Body.
- will ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child may be suffering, or may be at risk of suffering harm, and know how to report concerns or suspicions.
- will designate senior members of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for co-ordinating action within the school and liaising with other agencies.
- will ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated Safeguarding Lead, who will refer on to Children's Services in accordance with the Local Safeguarding Children Board (LSCB). The three LSCBs of Reading, Wokingham and West Berkshire have come together to create the Berkshire West Safeguarding Children Partnership.
- safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs.
- will ensure that all staff are aware of the child protection procedures established by the LSCB and, where appropriate, the Local Authority, and act on any guidance or advice given by them. These can be found at <https://proceduresonline.com/berks/reading/>.
- will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children.
- will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

Support is best provided as soon as difficulties emerge (Early Help) and pupils should be protected whether concerns arise within or outside the school, including online.

All members of staff (including volunteers and Governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters. Where any member of staff fails to act in accordance with this policy, this may be dealt with as a disciplinary matter.

DESIGNATED SAFEGUARDING LEAD

The Designated Safeguarding Lead (DSL) designated member of staff for child protection in this school is:

Miss Z Dean (Headteacher)

In her absence, these matters will be dealt with by one of the Deputy Designated Safeguarding Leads (DDSLs):

Mrs I Archer (Deputy Headteacher)

Mrs L Ross (SENCo and Year 2 Team Leader)

Other trained staff (DSL certified) and therefore additional members of the Safeguarding Team are listed below:

Mrs A Whyatt (Year 1 Team Leader and Year 1 teacher)

Mrs A Chapman (Safeguarding L1 trainer and Nursery teacher)

Mrs N Sibley (School Business Manager – onsite for Breakfast Club each day)



Should a staff member have any concerns they must always speak directly to the DSL, Deputy DSL or a member of the wider Safeguarding Team immediately.

A DSL will be available at all times whilst the school is open for staff to discuss concerns. "The designated safeguarding lead (and any deputies) is most likely to have a complete safeguarding picture." Ref: Keeping Children Safe in Education September 2025.

The role of the DSL and DDSL is explicit within the job description of the Headteacher and Deputy Headteacher and detailed in Annex B of Keeping Children Safe in Education September 2025. The role includes:

Managing referrals as appropriate by:

- Managing any support for the child internally
- Completing an Early Help assessment
- Referring cases to children's social care
- Referring cases that involve a staff member or volunteer to the LADO
- Referring cases that involve a staff member or volunteer to the DBS
- Reporting to the police
- Acting as a source of support, advice and expertise to staff

Managing training by:

- Ensuring own training every 2 years
- Understanding the assessment process for Early Help and intervention (Early Help support may include parenting, mental health, housing, employment)
- Having a working knowledge of the procedures for child protection case conferences and reviews
- Ensuring staff members understand school policy and that they alert the DSL immediately regarding any concerns
- Ensuring new staff receive safeguarding training as part of their induction
- Ensuring staff members are aware of the process for making referrals to children's social care and for statutory assessments which may follow a referral and the role they might be expected to play in this
- Ensuring staff can communicate in a respectful, non blaming, clear and inclusive manner
- Ensuring staff understand the unique risks associated with online safety and that staff are able to keep children safe whilst they are online at school
- Ensuring staff have read and understood the necessary parts of Keeping Children Safe in Education September 2025; Part 1, Part 5, Annex A
- Being alert to children's needs
- Keeping accurate records of concerns and referrals
- Obtaining resources and attending refresher training for staff members
- Encouraging a culture of listening to children

The DSL will ensure all staff are made aware that any child may benefit from Early Help but should be particularly alert to the potential need for Early Help for a child who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from education, home or care



- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a parent or carer in custody, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing alcohol and other drugs themselves
- Is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child

Raising awareness by:

- Ensuring the school's Child Protection Policy is reviewed annually
- Making the policy available publicly
- Ensuring parents are aware of the child protection policy in order to alert them to the fact that the school may need to make referrals
- Linking with the local LSCB
- Ensuring that Child Protection files and online records are transferred to new schools securely (and separately from main file) and requesting receipts

INDICATORS OF POSSIBLE ABUSE, NEGLECT OR EXPLOITATION

All staff should be aware of the indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection

Staff training will support staff to identify signs of possible abuse, neglect or exploitation at the earliest opportunity. These may include:

- significant changes in a pupil's behaviour
- deterioration in a pupil's general well-being
- unexplained bruising or marks
- pupil's comments which give cause for concern
- inappropriate behaviour displayed by members of staff, or any person working with or provided with access to the pupils

All school staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

All staff should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

Keeping Children Safe in Education 2025 details the following indicators:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all



forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

FABRICATED OR INDUCED ILLNESS

Fabricated or induced illness (FII) is a rare form of child abuse, however, all staff should be aware of this. It happens when a parent or carer exaggerates or deliberately causes symptoms of illness in their child.

Signs of fabricated or induced illness include a parent or carer who:

- persuades healthcare professionals that their child is ill when they're healthy
- exaggerates or lies about their child's symptoms
- manipulates test results to suggest the presence of illness
- deliberately induces symptoms of illness



Any staff members who is concerned about a child's health must report this directly to the Designated Safeguarding Lead in line with the usual procedures.

BEHAVIOUR

Because of the link between abuse and some types of poor behaviour, where a pupil's behaviour is violent, bizarre or dangerous, including acts of vandalism or fire setting, staff will be alert to the possibility that this is an indicator of abuse.

Staff should be aware that pupils may not feel ready and/or may not know how to tell someone they are being abused.

MENTAL HEALTH

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health difficulty. Staff however, are well placed to observe children day to day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken.

Please cross reference with the school's PSHE policy which details the ways in which social and emotional wellbeing and resilience are promoted and developed within school.

CHILDREN MISSING FROM EDUCATION

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including child trafficking, child sexual exploitation, child criminal exploitation (CCE), serious violence, domestic abuse, honour based abuse, county lines, and to help prevent the risks of them going missing in the future. Children missing from education will include persistent absentees, pupils on part time timetables and those excluded or missing. School staff should also be alert to pupils on a daily basis with unexplainable and/or persistent absences from education.

The school must notify the Local Authority of any pupil who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a period of 3 days or more. The school must also notify the Local Authority of any pupil who is to be deleted from the register because he or she:

- Has been taken out of school by their parents and are being educated outside the school system e.g. home education.
- Has ceased to attend school and no longer live within reasonable distance of the school at which they are registered.
- Has been displaced as a result of a crisis e.g. domestic violence or homelessness.
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period.
- Has been permanently excluded.

The Local Authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as



part of their duty to identify children of compulsory school age who are missing from education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect. This is done through the Educational Welfare Service.

Before deletion the school will notify the Attendance Support Worker (ASW) of any children vulnerable to going missing. If children move schools and the school is notified through a third party, then the ASW will also be informed. The school will endeavour to follow up any such moves through the admissions team at the appropriate authority.

To support the location of children who go missing from education where reasonably possible, the school will hold more than one emergency contact number for each pupil.

OPERATION ENCOMPASS

We are an Operation Encompass School which means that Thames Valley Police will share all incidents of domestic abuse with us (not just those where an offence can be identified) within which a pupil or pupils from our school were present at an address at the time of an incident as reported by the Police. The process is such that a trained Key Adult in school (a DSL) will be notified prior to the start of the next school day following an incident a child has experienced that the police have attended. The Key Adults in our school have completed the Operation Encompass training and are the people who will receive the information from the police. Operation Encompass is a national initiative which is an integral part of safeguarding and child protection.

The trained Key Adults in our school are:

Miss Z Dean

Mrs I Archer

Further information is available on the following website: [Home : Operation Encompass](#)

DEALING WITH CONCERNS

Members of staff and volunteers must not investigate suspicions (questions should not be asked); if somebody has reason to consider that a child may be suffering, or may be at risk of suffering significant harm, they must always discuss such concerns to the DSL or the Deputy DSL, who will refer the matter to the Children's Single Point of Access. If any staff member is unsure about a child who might be demonstrating signs of abuse or neglect, they should always speak to the DSL or the Deputy DSL. The DSL or Deputy DSL will ensure there is consideration of the context within which safeguarding incidents or behaviours occur.

To this end, volunteers and staff will follow the procedures below:

- upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or
- if anyone observes injuries that appear to be non-accidental, or
- where a child or young person makes a direct allegation or implies that they have been abused, or
- where a child makes an allegation against a member of staff ²

they must record what they have seen, heard or know accurately at the time the event occurs and date and sign their account, **and immediately** share their concerns with the DSL (this must include the Headteacher if an allegation about a member of staff) and agree action to take.

² Allegation that the member of staff has harmed a child, committed an offence against a child, or behaved in a way that questions their suitability to work with children.



We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of the LSCB.

RECORD KEEPING

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely within the Child Protection Online Management System (CPOMS). Schools have clear powers to hold, use and share information for the purposes of tackling abuse and neglect and in promoting children's welfare.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

Recording requirements should be discussed with the DSL prior to completion, reference should also be made to the school's CPOMS guidance sheet. Records must be detailed and accurate and the DSL must be clear about the purpose of any record keeping. The DSL should ensure that the record contains the reasons for making or not making decisions.

CONFIDENTIALITY

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law (Data Protection Act 2018 and UK GDPR), and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know. Information will not be disclosed to a child's parents if this would put the child at risk of significant harm.

The DSL will consider the information which is appropriate to share with a new school so that this new school can prepare for that child. The DSL will ensure a pupil's child protection file is transferred to their new school securely (and separately from main file) and will request a receipt.

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

Please cross reference with the school's communication and confidentiality policies.

PROTECTED CHARACTERISTICS

School staff must not unlawfully discriminate against pupils because of their protected characteristics (please cross reference with the school's Equality Policy). It is important to carefully consider support for pupils with protected characteristics, taking positive action to deal with the disadvantages these pupils face. These pupils may be at greater risk of harm as a result of their protected characteristics.

SEN AND DISABILITY (SEND)

Children with SEN and disabilities (including deaf children) can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children. This can include:



- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEN and disabilities can be proportionally impacted by things like bullying, without outwardly showing any signs.
- Children with SEN and disabilities can be more prone to peer group isolation, this is an additional barrier to recognising abuse and neglect in this group of children.
- Communication barriers and difficulties in overcoming these barriers.

Ref: Keeping Children Safe in Education September 2025

All staff should be aware of these barriers when dealing with any safeguarding concerns. Staff should also be alert to the additional risks that children with SEN and disabilities face online.

Should the school place a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs (see KCSiE paragraphs 168 to 171).

CHILDREN LOOKED AFTER (CLA) and PREVIOUSLY CHILDREN LOOKED AFTER (PCLA)

The designated teacher for Children Looked After (CLA) and Previously Children Looked After (PCLA) in this school is:

The SENCo Mrs Lisa Ross

It is important to note that previously children looked after remain vulnerable, this includes children who have left care through adoption, special guardianship, child arrangement orders or children adopted from state care outside of England or Wales. The designated teacher will be responsible for promoting the educational achievement of these pupils. The designated teacher will be required to work with the virtual head and the relevant external agencies to promote the educational achievement of these pupils.

Information will be kept on:

- The child's looked after legal status
- Contact arrangements with those with parental responsibility
- The child's care arrangements and levels of authority delegated by the Local Authority
- Details of the child's social worker
- The name of the virtual head in the authority who looks after the child
- External agencies currently working with the child

PRIVATE FOSTERING

Should school staff become aware that a child is or may be being privately fostered, the Local Authority should be notified to check the arrangement is suitable and safe for the child. School staff must therefore pass this information onto the DSL as soon it is known so that Reading Borough Council can be alerted. The DSL will notify the Local Authority through Children's Single Point of Access. Annex A of Keeping Children Safe in Education provides additional guidance on the circumstances in which private fostering may arise.



CHILDREN POTENTIALLY AT GREATER RISK OF HARM

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

DESIGNATED GOVERNORS

All designated Governors must read Part 2 of Keeping Children Safe in Education September 2025 so that they are aware of their strategic role in relation to safeguarding and child protection. They must also complete child protection training at regular intervals to ensure they have the knowledge to confirm that the school's safeguarding policies and procedures are effective.

The Designated Governor for Child Protection at this school is:

Mrs Zoe Glancy (Chair of Governors until 31st December 2025)

Mrs Sam Lee (Chair of Governors from 1st January 2026)

The Governors will ensure that systems, processes and policies are developed with the best interests of the child at heart. The Governors will also ensure that a whole school approach to safeguarding is developed facilitated by the availability of sufficient resources including the appointment of a DSL, a DDSL and a designated teacher for CLA and PCLA. Governors will ensure that these roles are clear and sufficient time is given to carry out the necessary duties, including accessing training.

The Governors will audit and review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- The school is carrying out its duties to safeguard the welfare of children at the school.
- The school fully understands local multi-agency safeguarding arrangements and these are rigorously applied.
- The school contributes to multi-agency working in line with statutory guidance (Working together to safeguard children 2023). Expectations for this are to collaborate, learn, resource, include and challenge.
- The school fully understands the development of positive, trusting and co-operative relationships to support the delivery of appropriate and tailored support.
- There are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- Child protection is integrated within induction procedures for all new members of staff and volunteers.
- Members of staff and volunteers are aware of current practices, and that staff receive regular training and updates.
- The school follows the procedures agreed by the LSCB and any supplementary guidance issued by the Local Authority.
- The school operates Safer Recruitment procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers so that only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity.



- The school has procedures for dealing with allegations of abuse against staff and volunteers.
- Where safeguarding concerns about a member of staff are substantiated, take appropriate disciplinary action.
- The school remedies any deficiencies or weaknesses brought to its attention without delay.

SERIOUS VIOLENCE

All staff should be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should also be aware of the range of risk factors which increase the likelihood of a child's involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment or having been involved in offending.

CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE)

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. CSE and CCE can affect children, both male and female and can include children who have been moved for the purpose of exploitation (trafficking).

Both forms of abuse often involve exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual or criminal activities. Sexual or criminal exploitation can take many forms ranging from the seemingly 'consensual' relationship to serious organised crime by gangs and groups.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, shoplifting, pickpocketing, committing vehicle crime or serious violence towards others. Both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CSE is a form of sexual abuse and may involve physical contact, the involvement of children in the production of sexual images, forcing children to look at sexual images or watch sexual activities or encouraging children to behave in sexually inappropriate ways. The abuse can be a one off occurrence or a series of incidents over time, it may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

It is important to recognise that some young people who are being sexually or criminally exploited do not exhibit any external signs of this abuse.

Staff members should report any suspicions of CSE or CCE to the school's DSL.

Staff will complete CSE training.



Online training link: <https://paceuk.info/training/keep-them-safe/>

FEMALE GENITAL MUTILATION (FGM)

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

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

Indicators

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

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. The statutory multi-agency guidance issued by the Government in 2016 applies to schools.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

In the first instance this must be reported to the school's DSL.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty came into force in October 2015. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. All cases must be discussed with the school's DSL and involve children's social care as appropriate.

Staff will complete FGM training.

Online training link: <https://www.fgmelearning.co.uk/>

PREVENTING RADICALISATION

Protecting children from the risk of radicalisation is part of the schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. British Values underpin all aspects of the curriculum and serve to reduce the risk of radicalisation.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can



happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

The Prevent duty guidance for England and Wales(<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>) defines Extremism as:

“Vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs”.

Keeping Children Safe in Education September 2025 provides the following definitions:

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme through the school's DSL.

PREVENT DUTY

All schools 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.

This school will approach the Prevent Duty on three levels:

1. Be able to identify members of the school community who are vulnerable to and are at risk of being ‘radicalised’ and show signs of this.
2. Know how to respond when children or young people show indications that they are vulnerable to risk.
3. Ensure that the components of British Values are addressed implicitly and explicitly throughout the curriculum and other aspects of provision.

The Prevent Duty has four general themes:

1. Risk Assessment

This relates to the context of the school's geographical area. This school draws from a diverse catchment area. Within the context of England, Reading is considered a tier 3 priority area.



The school will request relevant information from the Prevent lead in the Local Authority to understand the risks faced by pupils in this area so that risk assessments can accurately reflect and account for these local risks and threats.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology but staff should be alert to changes in a pupil's behaviour.

See Channel section below.

2. Working in Partnership

Policies will take into account the policies and procedures of the Local Safeguarding Children Board (LSCB).

3. Training

All staff will complete Prevent training with DSLs taking on the leadership responsibilities within Prevent such as the referrals and will ensure knowledge of the terrorism threat within the local area.

Online training link: <https://www.elearning.prevent.homeoffice.gov.uk>

4. IT policies

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be made through a dedicated local Prevent service in high risk areas or via the national referral form. The referral will be received by a multi-agency Channel panel, member of which will discuss the individual referred to determine whether the individual is vulnerable and likely to be drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

<https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance>

Staff should discuss possible referrals with the DSL in line with our safeguarding approach for all other concerns.

Online Safety

The school has appropriate filters and monitoring systems in place to protect pupils from harmful online material. Online Safety is also integrated into the curriculum for pupils.

The issues classified within online safety can be categorised into the following 4 areas of risk:

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, misinformation, disinformation (including fake news), conspiracy theories, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, and extremism.

Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other.

Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Training for staff: [Internet Safety Training Session - YouTube](#)



Please cross reference with the school's Online Safety Policy and Annex C of Keeping Children Safe in Education September 2025.

CHILD ON CHILD ABUSE

It is recognised children and young people are capable of abusing other children, this can happen both inside and outside of school or online. Such abuse may take different forms including physical abuse, bullying (including cyberbullying), sexual violence, sexual harassment, consensual and non consensual sharing of nude or semi nude images or videos, upskirting, sexting, initiation/hazing type violence and rituals (see Keeping Children Safe in Education September 2025 for further information). Child on child abuse will not be tolerated, or excused as banter, just having a laugh or as a normal part of growing up and the school has a zero tolerance approach to this. It is acknowledged that gender can be used as a reason for abuse and this could affect both boys and girls. It is more likely that girls will be the victims and boys the perpetrators but all abuse is unacceptable and will be taken seriously. All staff will be aware of the risks involved and the importance of challenging inappropriate behaviours between children. Any such incidents will be dealt with under the existing child protection procedures in this policy.

In order to minimise child on child abuse the school adopts a proactive approach to behaviour management, see the school's Therapeutic Behaviour Policy. British Values underpin the teaching and learning across the curriculum and friendships, respect and tolerance are promoted and taught explicitly within Personal, Social, Health and Economic (PSHE) education, Collective Worship and Religious Education (RE).

Specific procedures:

- all allegations / incidents will be investigated and dealt with – the DSL will work with other staff and/or external agencies
- each set of parents will be informed and supported appropriately
- each pupil involved will be supported
- the issues involved will be addressed with the pupils
- external agencies will be informed where required
- LSCB and national procedures will be followed

Should a report be received by the school all victims will be reassured that they are being taken seriously and will be supported and kept safe.

Please cross reference with the school's Therapeutic Behaviour Policy. Additional information regarding child on child abuse can be found within Part 1 of Keeping Children Safe in Education September 2025.

School staff should be aware that even if there are no reported cases of child on child abuse, such abuse may still be taking place but is not being reported.

SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and/or face to face (physically or verbally).

Sexual violence and sexual harassment are not acceptable and will not be tolerated, or excused as banter, just having a laugh or as a normal part of growing up and the school has a zero tolerance approach to



this. Addressing cases of inappropriate behaviour can be an important intervention that helps prevent such incidents from occurring in the future.

Should a report be received by the school all victims will be reassured that they are being taken seriously and will be supported and kept safe. The law is in place to protect rather than criminalise the children involved.

Should a report of sexual violence and sexual harassment be received by the school then the DSL will make an immediate risk and needs assessment. The same response will be taken for reports of incidents which have happened outside of the school premises and/or online. The risk and needs assessment will consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator
- all the other children and if appropriate the staff at the school, especially any actions that are appropriate to protect them from the alleged perpetrator or future harm

This initial risk assessment will not replace the detailed assessments of expert professionals if required which should be used to inform the school's approach to supporting and protecting pupils and updating the risk assessment. Risk assessments will be recorded and will be kept under review.

Specific procedures:

- all allegations / incidents will be investigated and dealt with – the DSL will work alongside another staff member
- each set of parents will be informed and supported appropriately
- each pupil involved will be supported
- the issues involved will be addressed with the pupils
- external agencies will be informed where required
- LSCB and national procedures will be followed
- written records will be made to include concerns and decisions, written records will subsequently be reviewed so that potential patterns of inappropriate behaviour can be identified and addressed

The management of the report will take one of the following routes:

1. Internal management – incident managed by the school
2. Early Help – support from external agencies
3. Referral to Children's Social Care
4. Reporting to the Police - in parallel with a referral to Children's Social Care

The perpetrator displaying the harmful sexual behaviour (HSB) will also require support and guidance. A child displaying HSB may be an indication that they are a victim of abuse themselves.

Decisions will be made by the DSL with reference to Keeping Children Safe in Education September 2025 Part 5 and the following departmental advice:

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

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>



<https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour>

<https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework>

If a report is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it.

INDUCTION AND ONGOING STAFF TRAINING

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues. Staff will be provided with the name of the DSL and any deputies and will be able to identify these members of staff.

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. Currently this is Universal Safeguarding Level 1.

A comprehensive induction programme is followed for all staff members which will include the following safeguarding related items:

- The school's Child Protection Policy which includes conduct of staff (staff behaviour)
- The school's Behaviour Policy
- The school's Online Safety Policy
- The role of the DSL and any deputies
- Children missing from education and the safeguarding response to this
- An awareness of the Early Help process
- The impact of homelessness
- Child on child abuse
- Serious violence
- The impact of domestic abuse (seeing, hearing or experiencing the effects of domestic abuse including psychological, physical, sexual, financial, emotional)
- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
- Female Genital Mutilation (FGM)
- Mental Health
- Contextual safeguarding (safeguarding incidents and/or behaviours associated with factors outside of the school and/or the family (extra familial harm) and/or incidents which occur between children beyond the school premises)
- The vulnerability of children with SEND to both child on child abuse, online concerns and child on child sexual violence and harassment
- Care leavers
- Previously children looked after
- Behaviours linked to consensual and non consensual sharing of nudes and semi nude images
- Part 1 of Keeping Children Safe in Education September 2025

Staff will attend refresher Level 1 training every three years, and the DSL every two years.

Universal Safeguarding Level 1 online training link (Login as a GUEST):

<https://elearning.berkshirewestsafeguardingchildrenpartnership.org.uk/login/>



Staff and leaders will receive regular child protection updates, as required but at least annually, within meetings and training sessions.

CONDUCT OF STAFF (staff behaviour)

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents
- contacting children through private telephones (including texting), email, apps, or social networking websites
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this Policy and the LSCB procedures, we will view this as misconduct and take appropriate action.

Where any member of staff in the school believes that the Headteacher is failing to act in accordance with this Policy, they should bring it to the attention of the Chair of Governors.

Please cross reference with the Reading Borough Council documents approved by Governors and adopted by the school; Staff Code of Conduct and Disciplinary Policy.

ELECTRONIC DEVICES WITH IMAGING AND SHARING CAPABILITIES

Phones, personal cameras or any other personal electronic devices with imaging and sharing capabilities must not be used within pupil spaces during pupil contact time unless this has been agreed with a DSL for a significant circumstance. These personal electronic devices should be kept in a cupboard, locker or other safe space during these times and only be accessed within areas which are free from pupils. Parents visiting the school will be briefed prior to attending any events involving pupils. Pupils are not permitted to bring devices from home into school, including mobile phones and tablets.

PHOTOGRAPHING CHILDREN

We understand that parents like to take photos or film their children in the school play or on sports days. This is a normal part of family life and we will not discourage parents from celebrating their child's successes. However, if there are Health and Safety issues associated with this e.g. the use of flash could distract or dazzle a child then we would ask that the flash setting is not used.

We will not allow others to photograph or film a pupil during a school activity without the parents' permission.

We will not allow images of pupils to be used on school websites, publicity or press releases without express permission from the parent and if we do obtain such permission, we will not identify individual children by name.



The school however, cannot be held accountable for photographs or video footage taken by parents or members of the public at school functions. The school will ask these parents or members of the public not to share such images on social media but to keep these for private use only.

Staff must not photograph pupils on their own devices e.g. cameras, iPads, telephones.

PHYSICAL CONTACT AND REASONABLE FORCE

The school does not have a 'no contact' policy. It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching
- to give first aid

All members of school staff have a legal power to use reasonable force. Force is usually used either to control or restrain. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Reasonable in these circumstances means 'using no more force than is needed'.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts

Members of staff may have to make physical interventions and use reasonable force with pupils. Passive physical contact, such as standing between pupils or blocking a pupil's path, and active physical contact, such as leading a pupil by the arm out of a classroom, are permissible.

Reasonable force should be avoided unless:

- It is necessary to protect the child, or another person, from immediate danger, or
- Where the member of staff has received suitable training

All incidents of reasonable force/restraint must be recorded and reported. The Bound and Numbered Book must be completed including notes on the effectiveness of the measure along with who is to be informed. It is vital that such incidents are recorded in order that there is a method for noting the pattern and frequency of incidents. This data plus action taken will be reported termly to the Governing Body.



The school recognises the additional vulnerability of pupils with SEND and individual behaviour plans are therefore created to support these pupils with an aim to manage behaviour proactively and to reduce the occurrence of the types of challenging behaviour that might lead to the need to use reasonable force. Cross reference with the school's Behaviour Policy. See also DfE document Use of reasonable force July 2013.

ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS AND OTHER STAFF

If an allegation that any member of staff (including any volunteer or Governor) 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 he or she may pose a risk of harm to children

The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by the LSCB. The school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm to a child or vulnerable adult. The school will also consider whether a referral to the Teaching Regulation Agency (TRA), through the GOV.UK website, is appropriate (see Keeping Children Safe in Education September 2025 for further guidance). If the accused person resigns this should not prevent an allegation from being followed up. Allegations made against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

The Headteacher will manage the allegations, unless the allegation is against the Headteacher, when the Chair of Governors will handle the school's response. This will be managed as outlined within Part 4, Section 1 of Keeping Children Safe in Education September 2025. The Headteacher (or Chair of Governors) will report without delay to the Local Authority Designated Officer (LADO). The LADO contact details for Reading Local Authority (LA) are:

**Local Authority Designated Officer (LADO), Reading Borough Council, Civic Offices, Bridge Street,
Reading, RG1 2LU**

LADO@reading.gov.uk

Lower level concerns and allegations that do not meet the harms test will be managed as outlined within Part 4, Section 2 of Keeping Children Safe in Education September 2025. Please cross reference with the school's Code of Conduct and Disciplinary Policy.

Staff who have any concerns, **including low level concerns**, about another staff member (including supply staff and volunteers) should refer to the Headteacher. If it is about the Headteacher then this should be referred to the Chair of Governors. Staff should also refer to the Whistleblowing Policy. These concerns can be shared confidentially by staff with the Headteacher making the final decision on how to respond. If it is about the Headteacher then the Chair of Governors will make the final decision on how to respond.

In some circumstances the Headteacher will have to consider an allegation against an individual not directly employed by them, for example, a supply teacher. The Headteacher should ensure allegations are dealt with by liaising with the Local Authority Designated Officer (LADO) to determine a suitable outcome. A discussion



should be completed with the employer to determine whether it is appropriate to suspend the staff member, or redeploy them to another part of the school, whilst the investigation is carried out.

Consultation with the LADO should be completed if the member of staff managing the allegation is unsure whether the concern shared meets the harm threshold.

RECRUITMENT

In order to ensure that children are protected whilst at this school, we will ensure that our staff, governors and volunteers are carefully selected, screened, trained and supervised. In order to achieve this, we will follow the guidance set out in the Government's guidance; Safeguarding Children and Safer Recruitment in Education and Keeping Children Safe in Education September 2025. Members of staff and governors on the recruitment panel will have completed Safer Recruitment training.

We will ensure that:

- A completed RBC application form is received prior to interview and appointment, a curriculum vitae will not be accepted as on its own a curriculum vitae does not effectively support safer recruitment.
- Any offer of appointment made to a successful candidate, including one who has lived or worked abroad will be conditional subject to references and satisfactory completion of the necessary pre – employment checks including online searches (see RBC's Recruitment and Selection guidance).
- References are accepted on the Reading Borough Council form and/or headed paper and may be followed up with a telephone call or personal contact during which we will discuss the applicant's suitability to work with vulnerable children.
- We verify a candidate's identity³.
- Obtain a certificate for an enhanced DBS check which will include barred list information (cross reference with Annex G of Keeping Children Safe in Education September 2025).
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- DBS certificates will be regularly updated during the employment period to ensure information remains current.
- Online searches are completed in the form of an Online Profile Report via the external provider Judicium.
- We verify the person's right to work in the UK.
- If the person has lived or worked outside the UK, we will make any further checks the school considers appropriate.
- We verify professional qualifications.
- That the candidate satisfies conditions as to health and physical capacity.
- That previous employment history is examined and any gaps accounted for.

SUPPLY TEACHERS

Supply agencies must give written notification of enhanced DBS checks for staff used by the school. Supply teachers not from an agency must obtain an enhanced DBS which must be recorded on the school's Single Central Register (SCR).

VOLUNTEERS

³ Identification checking guidelines GOV.UK website



We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any regular or frequent volunteers in the school, in whatever capacity, will be given the same consideration as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or frequently, we will treat them as if they were paid employees and check them to ensure their suitability to work with children. Annex F within Keeping Children Safe in Education September 2025 will be used to support decisions regarding these checks for volunteers.

WORK EXPERIENCE

Children under the age of 16 on work experience will not be expected to provide an enhanced DBS check. An enhanced DBS check may be requested for children on work experience over the age of 16 depending on how long or how regular the placement is. This decision will be taken by the DSL and a risk assessment form must be completed.

STUDENTS

Students on placement must have an enhanced DBS check.

DISQUALIFICATION UNDER THE CHILDCARE ACT

The Childcare (Early Years Provision Free of Charge) (Extended Entitlement) Regulations 2018 updates the statutory guidance in the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009. These documents set out the circumstances in which an individual will be disqualified.

The updated statutory Regulation; The Childcare (Early Years Provision Free of Charge) (Extended Entitlement) Regulations 2018, came into force on 31st August 2018 and sets out the childcare disqualification requirements for staff working in schools.

The criteria for disqualification in a school setting under the 2006 Act and the 2018 Regulations includes those set out in the list below. A person is disqualified if any of the following apply:

- They have been included on the Disclosure and Barring Service (DBS) Children's Barred List
- They have been found to have committed certain violent or sexual criminal offences against adults or children as referred to in the regulations;
- They are subject to certain orders made in relation to the care of children as referred to in the regulations;
- They have had registration refused or cancelled in relation to childcare, or children's homes or have been prohibited from private fostering;
- They have been found to have committed an offence overseas, which would lead to disqualification under the regulations if it had occurred in any part of the UK.

The above provides a summary, and full details of the criteria that lead to disqualification are set out in the 2018 Regulations:

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>



Under the 2018 Regulations, disqualified by association for individuals working in childcare in non-domestic settings has been removed and schools are therefore no longer required to establish whether staff providing childcare are disqualified by association.

The Regulations prohibit anyone who is disqualified under the 2018 Regulations from providing relevant childcare provision or being directly concerned in the management of such provision. Schools are prohibited from employing a disqualified person in connection with relevant childcare provision, unless they have been granted a waiver from Ofsted for the role in question. Employers are committing an offence unless they can prove that they did not know, and had no reasonable grounds for believing, that the person they employed was disqualified.

Employees covered by the legislation in this school are:

- Staff who provide care in Nursery and Reception age classes
- Staff who provide care for Nursery and Reception children during and/or outside of school hours including class cover, breakfast clubs, lunchtime supervision and after school clubs
- Staff who provide care for children up to the age of 8 outside of school hours including breakfast clubs and after school clubs
- Staff who are directly concerned in the management of such early or later years provision

All relevant staff will be asked to complete the new declaration, affirming that they are not disqualified. On signing the form, the employee agrees they will disclose any new information in the future. The date of the completion of the disqualification check will be recorded. The relevant staff will be required to fill in a self-declaration form before starting employment.

Ofsted Waiver

If we become aware that a member of staff is disqualified we may be able to apply to Ofsted for a waiver of disqualification.

Further information can be found in ***Disqualification under the Childcare Act 2006***.

Questions or clarifications about the disqualification requirements can be obtained by contacting the DfE using mailbox.disqualification@education.gsi.gov.uk

BEFORE AND AFTER SCHOOL ACTIVITIES

Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

CONTRACTED SERVICES

Where the Governing Bodies contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.



MONITORING AND EVALUATION

Implementation and day to day working of this policy will be monitored by the DSL, who will liaise with the Governors and bring to their attention any concerns that the Policy is not being adhered to, or any changes required arising from changes to statutory guidance or LSCB procedures.

The school will respond to safeguarding audits of quality and compliance as required by the Local Authority and/or local safeguarding partners to ensure that school based policies and procedures are consistent with the local multi-agency safeguarding arrangements and relevant legislation and/or regulations.

The DSL will report to the Governing Body annually:

- Numbers of child protection concerns brought to her/his attention by staff at the school.
- Number of such concerns that were reported to the Local Authority, and the response.
- Number of requests for information by social workers.
- Attendance at Child Protection Conferences and Core Group Meetings, Early Help support meets and any other meets with an aim to safeguard and promote the welfare of children.
- Number of staff (including volunteers) who have received safeguarding training within the last year and the number who are due to receive training within the coming year.

The Headteacher will report to the Governing Body annually:

- Any incidence of bullying
- Racist incidents
- Complaints by parents about bullying and racist incidents
- Numbers of allegations against any member of staff
- Number of such concerns that were reported to the LADO, and the response
- Any concerns raised by the School Council that are relevant to this Policy
- Outcomes of internal or external safeguarding audits completed

DISSEMINATION

The DSL will ensure that a copy of this Policy will be made available to all new members of staff and volunteers.

Parents' attention will be drawn to the Policy through the normal school communication channels.

The name of the DSL and the Deputy DSL will be displayed in school.

USEFUL LINKS

Berkshire Child Protection Procedures: <http://proceduresonline.com/berks/>

USEFUL TELEPHONE NUMBERS

Children's Single Point of Access:	0118 937 3641
Emergency Duty Team:	01344 786 543
Children's Action Team:	0118 937 6570
NSPCC dedicated helpline (What you can do to report abuse):	0800 028 0285



SOURCE MATERIAL

1. *Keeping Children Safe in Education: Statutory guidance for schools and colleges September 2025*
2. *Disqualification under the Childcare Act 2006*
3. *Childcare (Disqualification) Regulations 2018*
4. *Ofsted: Applying to waive disqualification*
5. *NAHT Keeping Children Safe in Education: childcare disqualification requirements – supplementary advice*
6. *NAHT Prevent Campaign advice and guidance*
7. *Recruitment and Pre – Employment Checks RBC policy for RBC schools*
8. *The Prevent Duty Departmental advice for schools and childcare providers 2023*
9. *The School Staffing (England) Regulations 2009*
10. *Staffing and employment advice for schools 2024*
11. *Working together to safeguard children 2023*
12. *Working together to improve school attendance 2024*
13. *Multi-agency statutory guidance on Female Genital Mutilation 2020*
14. *Use of reasonable force in schools 2013*
15. *The Education Act 2011*
16. *Mental Health and Behaviour in Schools: Departmental Advice 2018*
17. *Sexting in Schools and Colleges – responding to incidents and safeguarding young people (UKCCIS) 2016*
18. *Sharing nudes and semi nudes – advice for education settings working with children and young people UKCIS 2024*
19. *General Data Protection Legislation 2018*
20. *Data protection: a toolkit for schools 2018*
21. *Information Sharing 2024*
22. *Children's Social Care National Framework 2025*
23. *Domestic Abuse Act 2021*
24. *Sexual violence and sexual harassment between children in schools and colleges 2021*
25. *Equality Act 2010*
26. *Safeguarding children and protecting professionals in early years settings: online safety considerations 2019*
27. *What to do if you are worried a child is being abused: Advice for practitioners 2015*
28. *Safeguarding Vulnerable Groups Act 2006*
29. <https://www.berkshirerwestsafeguardingchildrenpartnership.org.uk/scp>

Issue Date	Review Date	Issued by
September 2025	September 2026	Miss Z Dean (Headteacher)