



CAVERSHAM PARK PRIMARY SCHOOL

Safeguarding Policy (including Child Protection)

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AIMS, PRINCIPLES & STATUTORY GUIDANCE

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 Education.

Caversham Park Primary School is committed to safeguarding and promoting the welfare of all children. We expect all staff, governors and volunteers to share this commitment. This policy ensures that children's welfare is at the heart of all that we do, that concerns are acted on quickly and effectively, and that children are supported to achieve the best possible outcomes.

It is a basic right of every child to feel safe and protected from any situation or practice that result in a child being harmed through abuse or neglect. Where a child is suffering significant harm, or is likely to do so, we believe in taking action to protect that child. In order to achieve this, all staff and volunteers in this school, in whatever capacity, will at all times act proactively in child welfare matters, especially where there is a possibility that a child may be at risk of significant harm.

At Caversham Park Primary School, we believe that safeguarding and promoting the welfare of children is **everyone's** responsibility. In accordance with Working Together to Safeguard Children (DfE March 2026), we recognise that safeguarding is a shared responsibility requiring effective joint working between all

agencies. We are committed to working in partnership with safeguarding partners to promote the welfare of children.

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child. To this end there is a whole school approach to safeguarding, which is reinforced through whole school inset, staff meetings, and update briefings.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

As a consequence, we

- Will maintain an attitude of **'it could happen here'**
- assert that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process;
- will ensure that all staff are aware of systems within the school which support safeguarding (including Child-on-Child abuse) through induction;
- will ensure that all staff have an awareness of safeguarding issues that can put children at risk of harm including the consensual and non-consensual sharing of nude and semi-nude images and / or videos can be signs that children are at risk;
- recognise that abuse and neglect are likely to have significant detrimental impacts on a child's learning, social and emotional well-being, 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 is at risk of suffering harm, and know how to report concerns or suspicions;
- will designate a senior member 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 Person, who will refer on to Brighter Futures for Children (Children's Services) in accordance with the new three safeguarding partner arrangements working with partners from three sectors; the local authority, the clinical commissioning group and the chief officer of police;
- 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 Berkshire West Safeguarding Children Partnership (in Reading Procedures Manual), 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/index.html>
- 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;

- will ensure that staff are able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report;
- will be aware that children may not feel ready to know how to tell someone that they are being abused, exploited, neglected and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated or they are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication (KCSiE 2025)
- will have due regard to the Human Rights Act 1998, the Equality Act 2010 and the Public Sector Equality Duty (KCSiE 2025)
- ensure that children have a trusted adult who they can be open with.
- ensure that the child's wishes and feelings are sought, recorded and taken into account when determining actions and services.

At Caversham Park Primary School, we follow statutory guidance as outlined in the following statutory and non-statutory guidance:

- Keeping Children Safe in Education (DfE September 2025)
- Children Act (1989 & 2004)
- The Education Act (2002)
- Behaviour in Schools (DfE February 2024)
- Working Together to Safeguard Children (DfE March 2026)
- Working Together to Improve School Attendance (DfE 2024)
- Multi-Agency Statutory Guidance on Female Genital Mutilation (HMG July 2020)
- Disqualification under the Childcare Act 2006 (DfE August 2018)
- Promoting the Education of Looked-After and Previously Looked-After Children (DfE February 2018)
- Supervision of Activity with Children (DfE September 2012)
- What to do if you're worried a child is being abused (DfE March 2015)
- Statutory Framework for the Early Years Foundation Stage (DfE September 2025)
- The Prevent Duty (DfE 2023)
- Promoting and Supporting Mental Health and Behaviour in Schools (DfE July 2025)
- General Data Protection Legislation (2018)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (May 2024)
- Sharing Nudes and Semi-Nudes: How to Respond to an Incident (DfE March 2024)
- The Equality Act (2010)
- The Human Rights Act (2010)

Many of these documents may be viewed online at:

<https://www.gov.uk/government/organisations/department-for-education>

Paper copies are also available to view in school. Please ask at the school office.

We also follow the Berkshire West Safeguarding Children's Partnership (in Reading) Procedures, which are available on line at: <https://www.proceduresonline.com/Berks/reading/index.html>

- **PART 1 DESIGNATED ROLES & LINKS TO OTHER POLICIES**

Designated Member of Staff for Safeguarding / Designated Safeguarding Lead

The Designated Safeguarding Lead (and deputy) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

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

Miss G. Ray (Headteacher)

In her absence, these matters will be dealt with by the Deputy Designated Safeguarding Lead:

Mrs. J. Twyford (Deputy Headteacher)

The designated member of staff is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. The DSL will ensure the school contributes effectively to multi-agency working in line with Working Together (2026), including:

- participating in strategy discussions and inter-agency meetings
- supporting staff to understand their role in early help
- ensuring timely referrals and information sharing
- ensuring the child's voice is recorded and considered in all safeguarding decisions

They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.

The areas of responsibility for the Designated Safeguarding Lead (DSL) are:

Managing referrals as appropriate by:

- Referring cases to social care
- Referring cases that involve a staff member to the LADO (Local Authority Designated Officer)
- Referring cases to the DBS (Disclosure and Barring Service)
- Referring to the police
- Acting as a source of support, advice and expertise to staff

Managing training by:

- Ensuring own Designated Safeguarding Lead (DSL) training is updated every 2 years
- Understanding assessment process for early help and intervention
- Having a working knowledge of the procedures for child protection case conferences and reviews and attending and contributing to said conferences
- Ensuring staff members understand school policy and that they alert the (DSL) for child protection immediately on concerns

- Being alert to children's needs
- Keeping accurate records of concerns and referrals
- Obtaining resources and attending refresher training for staff as necessary
- Encouraging a culture of listening to children
- Ensuring that staff receive Universal Safeguarding Training on induction and that it is subsequently updated as required
- Ensuring staff undergo safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) and are alerted to safeguarding updates as necessary
- Ensuring that all staff receive part 1 of *Keeping Children Safe in Education (September 2025)* at induction and that they are expected to demonstrate their understanding

Please note both KCSIE 2025 and Universal Safeguarding training will cover the definitions, signs and symptoms of the four kinds of abuse and neglect (Physical, Emotional, Sexual abuse and Neglect).

Raising awareness by:

- Ensuring the school's Safeguarding Policy and child protection procedures are reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this;
- Ensuring the school's Safeguarding Policy and child protection procedures are known, understood and used appropriately;
- Ensure the safeguarding policy is available publicly and parents / carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Linking with the local SAFEGUARDING PARTNERS to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- Sharing the educational outcomes for those children with a social worker.

The DSL also takes **lead responsibility** for the areas of safeguarding and child protection within online safety and understanding the filtering and monitoring systems and processes in place (KCSiE 2024 para 102) which includes overseeing and acting on:

- Filtering and monitoring reports
- Safeguarding concerns
- Checks to filtering and monitoring systems

The DSL will act as a point of contact with all safeguarding partners.

The DSL will also manage the child protection online management system (CPOMs) used in Caversham Park Primary School to record concerns and incidents. Whilst ensuring that pupil Child Protection and Safeguarding files are transferred to new schools securely (and separately from main file).

Designated Member of Staff for Looked After Children or Previously Looked After Children

The designated senior member of staff (designated person) for looked after and previously looked after children in this school is:

Miss G. Ray (Headteacher)

Information will be kept on:

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

The designated person for looked after children will work with the virtual school head to ensure pupil premium plus additional funding is best used to support looked after children in school.

Designated Governors:

The designated governor for child protection at this school is:

Mr. Devjeet Hunjan
(who can be contacted via the school office on 0118 937 5433)

The Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Governors will ensure that the designated member of staff for child protection is given sufficient time to carry out his or her duties, including accessing training.

The Designated Governors for child protection 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;
- members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate;
- safeguarding and child protection is integrated with induction procedures for all new members of staff and volunteers;
- the school follows the procedures agreed by the SAFEGUARDING PARTNERS and any supplementary guidance issued by the Local Authority;
- only persons who have fulfilled safer recruitment requirements to work with children shall be employed in the school, or work here in a voluntary capacity;
- where safeguarding concerns about a member of staff are substantiated, take appropriate disciplinary action.

Designated Member of Staff for Ensuring that Filtering and Monitoring Standards are met

The designated senior member of staff responsible for ensuring that Filtering and Monitoring Standards are met is:

Miss G. Ray (Headteacher)

The designated governors responsible for ensuring that Filtering and Monitoring Standards are met is:

Mr. Kamal Khan
(who can be contacted via the school office on 0118 937 5433)

The Headteacher, the Deputy Headteacher / Computing Lead and the School Business Manager are responsible for:

- procuring filtering and monitoring systems
- documenting decisions on what is blocked or allowed and why
- reviewing the effectiveness of the provision and
- overseeing reports

They are also responsible for making sure that all staff:

- understand their role
- are appropriately trained
- follow policies, processes and procedures
- act on reports or concerns

The Headteacher, the Deputy Headteacher / Computing Lead and the School Business Manager work closely with the governors and our IT Service Provider (Inspired ICT Solutions inspiredict.co.uk) in all aspects of filtering and monitoring.

Turn IT on have technical responsibility for:

- maintaining filtering and monitoring systems
- providing filtering and monitoring reports
- completing actions following concerns or checks to systems

Turn IT on works with the Headteacher, the Deputy Headteacher / Computing Lead and the School Business Manager to:

- procure systems
- identify risk
- carry out reviews
- carry out checks

Other Policies

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

To this end, this policy must be seen in light of the school's policies on:

- Behaviour
- Anti-bullying (including Cyber Bullying)
- Acceptable use of IT and Social Media
- Attendance
- RSHE
- Drug Education
- Special Educational Needs and Disabilities
- Safer recruitment
- Code of Conduct for Staff and Volunteers (including Low Level Concerns).

- Whistleblowing
- Confidentiality
- Attendance (including when children go missing)
- Health & Safety
- Physical Intervention and Positive Handling
- Supporting Pupils in School with Medical Conditions
- Health and Safety
- Online Safety
- Lone Worker
- Intimate Care

- **PART 2 ADMINISTRATION MATTERS**

THESE ARE IN ALPHABETICAL ORDER AND NOT NECESSARILY ORDER OF IMPORTANCE

ALTERNATIVE PROVISION

The school is mindful of the fact that "Where a school places 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." (KCSiE 2025 Para 168).

It understands that, "The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to. Schools should obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff). This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff." (KCSiE 2025 para 169)

When placing a pupil with an alternative provider, the school understands that it "should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. They should regularly review the alternative provision placements they make. Reviews should be frequent enough (at least half termly) to provide assurance that the child is regularly attending and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement should be immediately 48 reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed. (KCSiE 2025 para 169)

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, 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.

Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interest of the child.

Please also see Appendix One: *Child Sexual Violence and Sexual Harassment Policy*

DEALING WITH CONCERNS

Members of staff and volunteers must not investigate suspicions; 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 Designated Person, who will refer the matter to the relevant Local Authority.

To this end, volunteers, supply staff and school staff will act immediately and 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,
- makes an allegation against a member of staff

They must record what they have seen, heard or know accurately at the time the event occurs, and share their concerns with the Designated Safeguarding Lead (or the Headteacher if an allegation about a member of staff) and agree action to take

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 [Berkshire West Safeguarding Children Partnership \(in Reading\) Procedures Manual](https://berks.proceduresonline.com/west_berk/contents.html)
https://berks.proceduresonline.com/west_berk/contents.html

Where children are potentially at greater risk of harm they may need a social worker. The DSL should hold this information and should share information as appropriate. Where children need a social worker, this should inform decisions about safeguarding.

EARLY HELP

This school recognises the importance of early help in line with Working Together to Safeguard Children (2026). Early help means providing support as soon as a problem emerges, at any point in a child's life.

We will:

- Identify children who may benefit from early help
- Work with other agencies to provide support
- Monitor and review progress
- Involve parents/carers unless this places the child at risk

All staff are aware of the early help process and their role in identifying and supporting children and families

INFORMATION SHARING

Whilst GDPR places duties on organisations to process personal information fairly and lawfully and to keep the information they hold safe and secure; this is **not** a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

In line with *Working Together to Safeguard Children (2026)*, information sharing is essential for effective safeguarding and promoting the welfare of children.

We recognise that data protection legislation, including UK GDPR and the Data Protection Act 2018, does not prevent the sharing of information where there are safeguarding concerns.

We recognise that fears about sharing information must not stand in the way of protecting children from harm.

We will ensure information is shared:

- early
- proportionately
- securely
- with the right people

This school will be proactive in sharing information where possible and as early as possible to help identify, assess and respond to risks and concerns about the safety and welfare of children. *The Seven Golden Rules for Sharing Information (including personal information)* are adhered to in accordance with Information Sharing Advice for practitioners providing safeguarding services for children, young people, parents and carers (May 2024).

In a situation where a child is in a refuge, this could mean that schools can withhold education data under the GDPR; they should do so where the serious harm test is satisfied. Please see KCSIE 2025 or see Chapter 1 of *Working Together to Safeguard Children* and or click on the document link that follows in this section.

When in doubt about sharing information schools should seek independent legal advice.

When children transfer to another school, the DSL will ensure their child protection file is transferred to the new school as soon as possible. This will be hand delivered to local schools where possible. Secure transit must be used and confirmation of receipt obtained. This file will be transferred separately from the main file.

As a receiving school, the admin officer will notify the Headteacher/ DSL on arrival of a CP file.

If appropriate, the DSL may share information with a new school in advance of a child leaving so that the appropriate support can be put in place.

[Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(May 2024\)](#)

ONLINE SAFETY & ACCEPTABLE AND APPROPRIATE USE OF TECHNOLOGY

This school recognises that there are positive and negative aspects of the internet. It is essential that children are safeguarded from potentially harmful and inappropriate online material and so a whole school approach to online safety is essential, including through other related policies and procedures.

Within online safety there are four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material; being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide,

antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

- **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 purposes.
- **Conduct:** personal 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 nude and semi - nude images and/or pornography, sharing other explicit images and online bullying and
- **Commerce:** online gambling, inappropriate advertising, phishing and or financial scams.

In our school, in line with KCSiE (2025 para. 135) if staff or pupils are at risk, then these incidents would be reported to the Anti Phishing Working Group <https://apwg.org>

Online safety procedures in our school consider the 4Cs (above) and school policies also consider the use of mobile and smart technology. We understand that children have unlimited and unrestricted access to the internet via mobile phone networks and that this access means that some children, while at school, may sexually harass, bully and control others via their mobile and smart technology, share indecent images, consensually and non-consensually and via and share pornography and other harmful content. With this knowledge in mind, children in this school are only permitted to bring a mobile phone to school, by agreement with the school, if they walk to and from school unaccompanied by an adult. These mobile phones are then stored in a safe place by the classroom staff during the course of the school day and are only in the possession of the children as they enter and leave the classroom at the start and end of the school day. At no point during the school day do the children have access to their mobile phones.

Children at this school are taught how to manage:

- Cyber bullying
- Online privacy and personal information
- Reputation management and 'digital footprint'
- Sexting, grooming, pornography and inappropriate material
- Spam, phishing, viruses and malware (age appropriate)
- The dangers of lying about their age to get onto social networking platforms with a 13+ age limit
- Using online materials safely when learning at home
- Being tricked into getting undressed online in an age-appropriate way by using the LGFL guidance "undressed" <https://undressed.lgfl.net/>

This school also recognises that the Internet is being used to recruit impressionable young people and that schools can tackle this in an age-appropriate way through the school's PSHCE curriculum, through SMSC, through the explicit teaching of our school learning behaviours, as well as through the explicit teaching of British Values.

As Caversham Park Primary School works increasing online it is essential that children are safeguarded from potential harmful and inappropriate online material, including online challenges and hoaxes. We will also ensure that parents and carers understand the safety systems used in school and are aware of what their children are being asked to do online, including sites they will be asked to access and who from the school they will be interacting with online. The school also regularly communicates with parents and carers to reinforce the importance of children being safe online.

Whilst considering our responsibility to safeguard and promote the welfare of the children and provide them with a safe environment in which to learn, we ensure that we have appropriate filtering and monitoring systems in place and regularly review their effectiveness. We adhere to the Department for Education filtering and monitoring standards <https://www.gov.uk/guidance/meeting-digital-and->

technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges

In accordance with <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/cyber-security-standards-for-schools-and-colleges> we understand that education settings are directly responsible for ensuring that we have the appropriate level of security protection procedures in place to safeguard our systems, staff and learners and we review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. In this school, the Filtering and Monitoring system in place is Safety Net run by RM Unify and Sophos Firewall Protection is installed on every device.

At Caversham Park Primary School, we understand that the use of generative artificial intelligence (AI) products and systems should meet to be considered safe for users in educational settings and adhere to the following DfE guidance: <https://www.gov.uk/government/publications/generative-ai-product-safety-expectations/generative-ai-product-safety-expectations> which support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.

As outlined in KCSIE 2025 paras 134-148, online safety and the acceptable use of IT is an important part of a school's safeguarding responsibilities. At Caversham Park Primary School an *Acceptable Use of IT and Social Media Policy and Agreement* is in place for all staff and governors to follow, including for those working in / visiting our EYFS classroom.

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. Concerns and referrals are kept in a separate CP file for each child and will be kept separate from the child's main file; the DSL will restrict access to those people who have a role to play in protecting the child. Child Protection information held electronically, including on CPOMs, will be password protected.

Records should include:

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

All staff should discuss recording requirements with the DSL.

USE OF SCHOOL PREMISES FOR NON SCHOOL ACTIVITIES

Where the Governing Body hires or rents out school facilities / premises to organisations of individuals (for example to community groups, sports associations and service providers to run community or extra-curricular activities) they should ensure appropriate arrangements are in place to keep children safe. Such considerations will be made explicit in any contract or service level agreement with the bodies.

When services or activities are provided by the Governing Body under the direct supervision or management of their school staff then the school's arrangements for child protection will apply.

However, where services or activities are provided separately by another body this is not necessarily the case. The Governing Body will then seek assurance and the provider concerned has appropriate safeguarding and child protection policies in place (including inspecting these as needed); and ensure that

there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on school roll. The Governing Body will also ensure safeguarding requirements are included in any lease or hire agreement, as a condition of use and occupation of the premises and failure to comply with this will lead to the termination of the agreement.

Further guidance can be found at <https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice>

- **PART 3 ADULTS IN SCHOOL**

THESE ARE IN ALPHABETICAL ORDER AND NOT NECESSARILY ORDER OF IMPORTANCE

ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS, INCLUDING SUPPLY TEACHERS, OTHER STAFF AND CONTRACTORS

This school will ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school are dealt with promptly and appropriately by ensuring:

- That all concerns are shared responsibly with the right person
- That inappropriate or problematic behaviour is identified early
- That the risk of abuse is minimised
- All adults in the school are clear about professional boundaries

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 would pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (see para 361 re transferable risk, KCSIE 2025)

the allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by the [Berkshire West Safeguarding Children Partnership \(in Reading\) Procedures Manual](https://berks.proceduresonline.com/west_berk/contents.html) https://berks.proceduresonline.com/west_berk/contents.html

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 school may have to consider an allegation against an individual not directly employed by them, for example, an agency supply teacher. Although not employed by the school the supply teacher is under the supervision, direction and control of the governing body and therefore the school should take the lead and should work with the LADO to establish the facts

The Headteacher rather than the Designated Person 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 done as outlined in *Keeping Children Safe in Education September 2025 Part 4*.

This school also understands that it has a legal duty to ensure that procedures in place to make a referral to the DBS if a member of staff has been removed or dismissed due to safeguarding concerns or would

have had they not resigned. Consideration will also be taken as to whether to refer the situation to the Secretary of State via the Teaching Regulation Agency (details on Gov.uk).

The Headteacher (or Chair of Governors) will report without delay to the Local Authority Designated

The Lead LADO for Brighter Futures for Children is Sue Darby

Local Authority Designated Officer Service,
Directorate of Children, Education and Early Help Services
Reading Borough Council, Civic Offices, Bridge Street, Reading, RG1 2LU

LADO@reading.gov.uk
0118 937 2684

Officer (LADO) service as follows:

Staff who have concerns about another staff member this should refer to the Headteacher. If it is about the Headteacher, then this should be referred to the Chair of Governors. Staff should also see the Whistleblowing Policy.

Other whistleblowing channels are available to staff:

[Advice on Whistleblowing](#)

[NSPCC Whistleblowing advice line](#) or call 0808 800 5000 (8am - 10pm Mon - Fri, 9am - 6pm weekends) or email help@nscpsc.org.uk

CONDUCT OF STAFF

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 / carers
- Contacting children through private telephones (including texting), e-mail, apps, or social networking websites.
- Disclosing personal details inappropriately
- Meeting pupils outside school hours or school duties

Please refer to our Code of Conduct for Staff and Volunteers for further information.

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 Berkshire West Safeguarding Children Partnership (in Reading) Procedures Manual https://berks.proceduresonline.com/west_berk/contents.html

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.

Mr. Mark Rebeiro
(whose email address is available by calling the school
office on 0118 937 5433)

Low Level Concerns

The statutory guidance *Keeping Children Safe in Education (KCSiE) 2025* includes guidance on dealing with low level concerns:

A low-level concern is any concern - no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and*
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.*

Examples of such behaviour could include, but are not limited to:

- being over friendly with children*
- having favourites*
- taking photographs of children on their mobile phone, contrary to school policy*
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or*
- humiliating children. (KCSiE 2025 para 430)*

In our school we recognise that such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

We recognise that low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint, or disclosure made by a child, parent / carers or other adult within the school; or as a result of vetting checks undertaken.

In our school all staff and volunteers are given a Code of Conduct, which includes our Low Levels Concern Policy. Within this policy, as well as stating what a low-level concern is, the importance of sharing low-level concerns and procedures for doing so, is also outlined. As are procedures for the recording of and following up on any reported incidents.

Again, where any adult working in or on behalf of the school, believes that the Headteacher is failing to act in accordance with the Low Levels Concern Policy, they should bring it to the attention of the Chair of Governors, as outlined above.

GOVERNORS

Governors are required to have an enhanced DBS check. At Caversham Park Primary School, we also understand that schools should also carry out a section 128 check for school governors, because a person prevented from participating in the management of an independent school by a section 128 direction, is also disqualified from being a governor of a maintained school (KCSiE 2025 para 319).

<https://www.gov.uk/government/collections/individuals-prohibited-from-managing-or-governing-schools>

The Governing Body will ensure that **all** governors will receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools are effective and support the delivery of a robust whole school approach to safeguarding. This training should be regularly updated (KCSiE 2025 para 79).

Governors should ensure that the school has appropriate filters and monitoring systems in place and regularly review their effectiveness and that these are age appropriate for the pupils (KCSiE 2025 para 140).

INDUCTION & 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.

All new staff at the school will receive basic child protection information and a copy of this policy within one week of starting their work at the school.

Volunteers must be given a visitor's identification badge containing safeguarding information on the reverse.

All staff will be expected to complete 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.

The Headteacher is a designated trainer and is responsible for ensuring all staff are trained.

Training will cover the definitions, signs and symptoms of neglect, physical, sexual and emotional abuse.

Staff will complete refresher training annually, and the designated safeguarding lead will complete refresher training every two years.

Staff and Governors will also regularly undertake Online safeguarding training provided by SSS Learning (<https://ssscpd.co.uk/>) on topics such as: CSE, County Lines, E-Safety, FGM and Prevent Duty to name but a few areas.

MULTI AGENCY WORKING

The three safeguarding partners are: the local authority, the integrated care board (health), and the chief officer of police, as defined in Working Together to Safeguard Children (2026).

This school will work in full partnership with safeguarding partners and relevant agencies, recognising that effective safeguarding requires coordinated multi-agency action.

We will actively contribute to multi-agency assessments, plans and reviews, including early help, child in need and child protection processes.

We understand our duty to share information promptly and effectively with relevant agencies to safeguard children.

ORGANISATION OR INDIVIDUALS USING SCHOOL PREMISES

If the school receives an allegation relating to an incident that happened when an individual or organisation was using our school premises for the purposes of running activities for children (e.g. community groups, sports associations, or service providers that run extra-curricular activities), as with any safeguarding allegation, safeguarding procedures will be followed, including informing the LADO (KCSiE 2025 para 381).

PHYSICAL CONTACT & RESTRAINT

"There are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children" (KCSiE 2025 para 163) and members of staff may have to use physical interventions with pupils. Generally, this should be avoided unless it is necessary to protect the child, or another person, from immediate danger and 'Reasonable' in these circumstances means 'using no more force than is needed' (KCSiE 2025 para 163).

Any such incident should be written up in full by the member/s of staff involved and then recorded on CPOMs by the teacher involved (if applicable) or by the DSL.

RECRUITMENT

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised. In order to achieve this, we will follow Reading Borough Council Recruitment and Selection Guidance and the statutory guidance set out in Part Three of "Keeping Children Safe in Education" (September 2025):

"It is vital that as part of their whole school approach to safeguarding governing bodies create a culture that safeguards and promotes the welfare of children in their school. As part of this culture, it is important that they adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in schools and colleges.

Governing bodies should ensure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training, the substance of which should be as outlined in Keeping Children Safe in Education (KCSiE) as a minimum.

The School Staffing (England) Regulations 2009 and the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 require governing bodies of maintained schools and management committees of pupil referral units (PRUs) to ensure that at least one of the persons who conducts an interview has completed safer recruitment training. Governing bodies of maintained schools and management committees of PRUs may choose appropriate training and may take advice from the safeguarding partners in doing so."

Therefore, we will ensure that:

- Any advert will include the skills, experience, attitudes and behaviours required for the post as well as the safeguarding requirements and responsibilities (re job description and personal specification)
- And advert will state whether the post is exempt from the Rehabilitation of Offenders Act 1973
- Application packs will provide either child protection policies or a link to the policies on the school website
- Applicants will be required to provide personal details, current and former names, current address and NI number

- Shortlisting will be carried out with at least two people and the same people who carry out shortlisting will also carry out the interview
- Shortlisted candidates should complete a self-declaration of their criminal record or information that would make them unsuitable to work with children
- 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 which MUST be carried out
- References are on 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
- Electronic references originate from a legitimate source
- We verify a candidate's identity¹ using best practice of checking the name on a candidate's birth certificate where available
- Obtain a certificate for an enhanced DBS check which will include barred list information (see flowchart on p71 KCSiE 2025)
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- Use the DfE's Check a teacher's record to make prohibition, direction, restriction, and children's barred list checks <https://www.gov.uk/guidance/check-a-teachers-record>
- 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, including from previous EU partner countries
- 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
- We will maintain a Single Central Record of all staff, including agency and third-party supply staff

As part of the shortlisting process, as well as considering any inconsistencies and looking for gaps in employment and reasons given for them, we will also carry out an online search as part of our due diligence on the shortlisted candidates. This may then help identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with the applicant at interview (KCSiE 2024 para 226).

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).

TRAINEE/ STUDENT TEACHERS

Students on placement must have an enhanced DBS check. Where trainee teachers are fee-funded, it is the responsibility of the initial teacher training provider to carry out the necessary checks.

VISITORS

Visitors in a professional capacity (Educational Psychologists, social workers etc) will have their ID checked and be assured that the visitor has the appropriate DBS check (or that the visitor's employers have confirmed their staff have had the appropriate checks)

Children's relatives or visitors attending school activities will not be required to have checks

Careful consideration will be given to the suitability of any external organisations

VOLUNTEERS

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

Where a parent / carer 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.

Information for volunteers and visitors to school with regards to reporting safeguarding concerns is given on the reverse of visitor's identification badges that are issued on arrival to school.

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.

• PART 4 SPECIFIC FORMS OF ABUSE & ADDITIONAL SAFEGUARDING INFORMATION

THESE ARE IN ALPHABETICAL ORDER NOT NECESSARILY ORDER OF IMPORTANCE

See DFE (2025) Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges Annex B for further information.

CHILD-ON-CHILD ABUSE

Children can abuse other children and that it can happen both inside and outside of school. It is essential that staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature such as:

- bullying (including cyberbullying, prejudiced-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as "teenage relationship abuse")
- physical abuse
- sexual violence
- sexual harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- upskirting
- initiation/hazing type violence and rituals (KCSiE 2025 para 33)

It is essential that staff do not downplay certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture

of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it (KCSiE 2025 para 32).

CHILD SEXUAL EXPLOITATION (CSE) and CHILD CRIMINAL EXPLOITATION CCE

Both CSE and CCE are forms of abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants (money, gifts or affection) and will be of advantage (financial or other) to the perpetrator or facilitator.

CSE and CCE can affect children of any gender and can include children who have been moved (trafficking) for the purpose of exploitation. It is important to note that the experience of girls who are criminally exploited can be very different to boys. See KCSiE 2025 Annex B.

CSE is a form of sexual abuse

Children may be exploited by adults - of any gender, as individuals or in groups. Sometimes children may be exploited by other children, who themselves may be being exploited. In this case the perpetrator is also recognised as a victim.

Indicators of both CSE and CCE

- Children appear with unexplained gifts, money, or new possessions
- Associate with other children involved in exploitation
- Suffer from changes in emotional well-being
- Misuse drugs and alcohol
- Go missing for periods of time or regularly come home late
- Regularly miss school or education or do not take part in education

Additional indicators that may be present in CSE

- Children have older partners / intimate relationships; and
- Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant

BE AWARE THAT THESE COULD HAPPEN IN PRIMARY SCHOOL

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line".

Signs of criminal exploitation and county lines:

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know

- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places.

Source: The Children's Society

These could happen in a primary school.

At Caversham Park Primary School, members of staff understand that they should report any suspicions of criminal or sexual exploitation to the school's Designated Safeguarding Lead.

CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

This section must be read alongside Part Five of KCSiE 2025.

Children's sexual behaviour exists on a continuum, from what is developmentally normal to problematic behaviours that may be abusive and violent. The umbrella term "harmful sexual behaviour" (HSB) is used to describe problematic, abusive and violent sexual behaviours.

It is important to understand what is meant by the terms child-on-child sexual violence, sexual abuse and sexual harassment.

Child-on-child sexual violence is:

- Rape;
- Assault by penetration;
- Sexual assault and
- Causing someone to engage in sexual activity without consent.

For further policy guidelines and procedures, PLEASE SEE APPENDIX 1: (POLICY (GUIDELINES AND PROCEDURES) FOR CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT)

CHILDREN WHO ARE ABSENT FROM EDUCATION

The school understands that "children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines." (KCSiE 2025 para 177)

In accordance with our school Attendance Policy, which is written in line with statutory guidance outlined in Working Together to Improve School Attendance (DfE 2024), this school monitors attendance and addresses it when it is poor or irregular. We notify the LA of any pupil that fails to attend regularly. We also inform the local authority of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of school by their parents and are being educated outside the school system e.g. home education (the school will obtain written confirmation/ information from the parents)
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
- Have 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

- Are 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
- Have been permanently excluded.

DOMESTIC ABUSE

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home (and experience it later in their own teenage relationships). All of which can have a detrimental and long-term impact on their health, well-being, development and ability to learn, (KCSiE 2025 p154)

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/ or violence can have a serious, long lasting emotional and psychological impact on children. Staff should be aware that in some cases a child may blame themselves for the abuse or may have had to leave the family home as a result. Where domestic abuse is reported or suspected staff must speak to the DSL to report concerns.

Operation Encompass helps police and schools work together to provide emotional and practical help to children who have experienced a domestic abuse incident.

FEMALE GENITAL MUTILATION

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 11 - 12 of the Multi - Agency Practice Guidelines: Female Genital Mutilation, and Chapter 9 of those Guidelines (p42-44) focuses on the role of schools and colleges.

See also: <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation> (July 2020)

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. This guidance has now been issued - see links above.

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. There is a mandatory reporting duty and these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher or other member of staff, discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, they must personally report it to the police.

They should still discuss this with 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) will place 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 now applies and teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Staff should also be aware of the practice of breast ironing

<http://nationalfgmcentre.org.uk/breastflattening/>

FORCED MARRIAGE

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats (physical, emotional or psychological) or any other form of coercion is used to cause a person to enter into a marriage. Forcing a person into a marriage is a crime in England and Wales. In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or other forms of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial "marriages", as well as legal marriages (KCSiE 2025 Annex B).

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines (Pages 75-80 of which focus on the role of schools). Contact: Tel: 020 7008 0151 Email fmu@fco.gov.uk

See also <https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage> (KCSiE 2023)

Staff should be alert to this happening in Primary School as well as to older siblings.

HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and Deputy DSL) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity (KCSiE 2025 Annex B).

HONOUR BASED ABUSE

Honour based violence (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/ or the community including FGM, forced marriage, and practices such as breast ironing. All forms of HBA are abuse.

Staff in school need to be alert to the possibility of a child being at risk of, or having already suffered, HBA.

See pages 13 - 14 of the Multi - agency guidelines: Handling cases of forced marriage and pages 38 - 41 and 61 - 62 of the Multi-agency statutory guidance on female genital mutilation for further information.

Staff should be alert to this happening in Primary School as well as to older siblings.

LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Staff should have the appropriate access to information about these children. The DSL should have details of the child's social worker and the name of the Virtual Head from the Local Authority.

Statutory guidance for the Designated Teacher of Looked After and Previously Looked After Children is available here:

[The designated teacher for looked-after and previously looked-after children](#)

MENTAL HEALTH AND SAFEGUARDING

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACEs), this can have a lasting impact throughout childhood, adolescence and into adulthood.

All staff should be aware that mental health problems can also, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day to day and identify behaviour that suggests they are experiencing or are at risk of developing a mental health problem.

Abuse, neglect or traumatic adverse childhood experiences can have a lasting impact through childhood and beyond. Any member of staff that has a mental health concern about a child should follow the school's child protection policy and speak to the DSL.

See *Promoting and Supporting Mental Health and Behaviour in Schools* (DfE May 2024) Guidance.

MODERN SLAVERY

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be the victim of modern slavery, the support available to victims and how to refer them to the NRM is available here:

<https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims>

PHOTOGRAPHING CHILDREN

We understand that parents / carers like to take photos of or video record their children in the school play, or at sports day, or school presentations. 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 - i.e. the use of a flash when taking photos could distract or dazzle the child, we will ask that flash photography is disabled.

We will not allow others to photograph or film a pupil during a school activity without the parent's / carer's permission.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent / carer, and if we do obtain such permission, we will not identify individual children by name. All parents will be asked for written permission to use photos as required by GDPR.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions although we will ask parents not to put photos of other children on social networking sites.

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.

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.

Revised Prevent duty guidance; for England and Wales (updated 2024) 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".

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 has a Prevent Duty Risk Assessment in place demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our local area.

This school has due regard to the terrorist incident in Reading in June 2020, the context of the offender, and the Government's calls for schools and other public places to be prepared for terrorist attacks via *lockdown procedures*. This school also recognises the Terrorism (Protection of Premises) Act 2025, also known as Martyn's Law.

The school will request relevant information from the Prevent lead in the local authority to understand the risks faced by pupils in this area.

The DSL accesses Prevent training. All staff and Governors will be expected to complete eLearning training as part of their induction will receive refresher training as directed by the DSL.

<http://www.elearning.prevent.homeoffice.gov.uk/>

PRIVATE FOSTERING

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or 'a close relative'. This is a private arrangement made between a parent and a carer for 28 days or more. There is a mandatory duty to inform the local authority of child in such arrangements.

If an arrangement is discovered, staff must report to the DSL who will:

- Ask parents and/ or foster carers if they have notified Children's Services of the private fostering arrangements
- Inform the private foster carers and the child's parents of their legal responsibilities and encourage them to contact Children's Services

REMOTE LEARNING

Schools should have regard to the advice provided by the DfE to support schools specifically Safeguarding and remote education. Please refer to Caversham Park Primary School' Remote Learning Policy

SCHOOL VISITS AND THE THREAT FROM TERRORISM

The current global situation means that the possibility of being close to, or caught up in, a terrorist attack is a risk faced by us all. Like all risks this needs to be kept in perspective and managed in a thoughtful and proportionate way.

The understandable anxiety of parents / carers, school staff and children is particularly heightened following an incident. Therefore, as part of the response to staying vigilant and carrying on as normal, at Caversham Park Primary School, we feel it is important to decide about each off-site visit on its merit. Guidance is used for planning visits and risk assessments carried out so that we may reduce our vulnerability while carrying on as normally as possible. When planning any visit, we consider the likelihood of the destination, venue or transport hubs being at risk of a terrorist attack. We recognise that it is sensible to be aware of the latest news relating to the destination and know the current threat level before going out on a visit (available at: <https://www.mi5.gov.uk/threat-levels>).

SERIOUS VIOLENCE

Indicators which may signal children are at risk from, or involved with serious violent crime:

- Increased absence from school
- A change in friendships
- Relationships with older individuals or groups
- A significant decline in performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts

See link with CSE and CCE above

Risk factors which increase the likelihood of involvement in serious violence are being male, frequently absent or permanently excluded from school, having experienced child maltreatment and previously being involved in offending

BE AWARE THAT THESE COULD HAPPEN IN PRIMARY SCHOOL

(CHILDREN WITH) SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with special educational needs and disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- These children being more prone to peer group isolation or bullying (including prejudiced-based bullying) than other children;
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding - being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.

In this school, the Headteacher / DSL, the Deputy Headteacher / Deputy DSL, the SENDCo and the ELSA liaise closely regarding the welfare of all children within the school and any safeguarding concerns are shared. Extra pastoral support and extra attention for these children is also put in place.

Further information can be found in:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

and from specialist organisations such as:

<https://www.readingiass.org/>

<https://www.readingmencap.org.uk/>

- **PART 5 MONITORING AND EVALUATION AND USEFUL LINKS**

MONITORING and EVALUATION

Implementation and day to day working of this policy will be monitored by the Designated Person, who will liaise with the Head Teacher and 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 [Berkshire West Safeguarding Children Partnership \(in Reading\) Procedures Manual](#)

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

The Headteacher / Designated Person 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 response
- Number of requests for information by Local Authority and CAFCASS Social Workers
- Attendances at Child Protection Conferences and Core Group Meetings
- 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.
- 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 Local Authority Designated Officer, and response
- Any concerns raised by the School Council that are relevant to this Policy

Additionally, the Designated Safeguarding Lead and Designated Governing Body member will meet periodically either with a panel of pupils to discuss issues of safety, including bullying.

DISSEMINATION

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

The attention of parents / carers will be drawn to the Policy through the normal school communication channels.

The name of the Designated Person, the Deputy Designated Person and the Chair of Governors will be displayed in school.

CAVERSHAM PARK PRIMARY SCHOOL SAFEGUARDING PROCEDURES

All information for staff on school safeguarding procedures and policies, including reporting forms, can be found in a folder on the shelves in the staffroom. Copies can also be requested via the school office. A copy of this policy can be found on the school website.

USEFUL LINKS

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

[Berkshire West Safeguarding Children Partnership \(in Reading\) Procedures Manual](#)

[CSA Centre of Expertise on Child Sexual Abuse - free resources](#)

[Child Sexual Exploitation \(Definition and guide for practitioners\)](#)

[County Lines NCA.gov.uk](http://CountyLinesNCA.gov.uk)

[County Lines Toolkit](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf

[Data Protection Toolkit for Schools](#)

Education inspection framework (see section 12 - 14)

Mandatory Reporting of FGM - procedural information

Mental health and behaviour in schools

Preventing and responding to sexual harassment and sexual violence between children and young people
NAHT June 2021

NSPCC - When to call the Police

NSPCC - UK domestic-abuse Signs Symptoms Effects

Operation Encompass

Preventing and Tackling Bullying

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)

Sexual violence and sexual harassment between children in schools and colleges September 2021

Sharing nudes and semi - nudes: how to respond to an incident (overview) 23 Dec 2020

Teaching online safety in school

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Preventing and responding to sexual harassment and sexual violence between children and young people
NAHT June 2021

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>

PLEASE ALSO SEE LINKS ABOVE AND NOTE THERE ARE LINKS TO OTHER USEFUL RESOURCES AND GUIDANCE WITHIN THE BODY OF THE POLICY

Policy Date	Review Date	Review Committee
March 2026	September 2026	Full Governing Body

Appendix 1: POLICY (GUIDELINES AND PROCEDURES) FOR CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Sexual violence and sexual harassment can occur between two or more 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. It can be online or face to face - both physically and verbally. This school will build a culture so that **these are never acceptable** and will make it clear that there is a **zero-tolerance** approach to sexual violence and sexual harassment.

In Caversham Park Primary School, staff will not pass off sexual violence and sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it (KCSiE 2025)

Incidents of inappropriate behaviour, however innocuous or at any age, will be addressed as it can be a vital intervention that may prevent future problematic behaviour. Any incidents of physical behaviours such as grabbing bottoms, breast and genitalia, pulling down trousers, flicking bras and lift up skirts, will not be dismissed or tolerated by staff

Points to remember

- Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing
- It will most probably affect their educational attainment - especially if the perpetrator is at the same school
- Safeguarding incidents and/ or behaviours can be associated with factors outside the school, including relationships
- Any report of sexual violence should be taken seriously
- It is more likely that girls will be the victims and more likely that it is perpetrated by boys
- All victims should be reassured that they are being taken seriously and will be supported and kept safe
- A victim should never be made to feel ashamed for making a report
- A child displaying harmful sexual behaviour (HSB) may be a victim of abuse themselves
- Terminology is important and should be used precisely. In the guidance (KCSiE 2025) the terms 'victim' 'alleged perpetrator' and 'perpetrator' are widely used and recognised. This school will use the terminology carefully and with thought to the children, especially when speaking in front of them in the knowledge that in some cases the abusive behaviour will have been harmful to the perpetrator as well. In the case of the term **victim**, not everyone who has been subjected to abuse considers themselves a victim or would want to be described this way. This school will determine the appropriate language used on a case-by-case basis and use terms by which the individual child is most comfortable.

Sexual Violence

When referring to sexual violence, the following sexual offences under the Sexual Offences Act 2003 are identified:

Rape - intentionally penetrating the vagina, anus or mouth of another person with his penis, without consent, and without reasonably believing consent has been given

Assault by penetration - intentionally penetrating the vagina, anus or mouth of another person with part of his/ her body or anything else without consent or without reasonably believing consent has been given

Sexual assault - intentionally touching another person without consent or without reasonably believing consent has been given

Causing someone to engage in sexual activity without consent - this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

CONSENT

Consent is about having the freedom and capacity to choose. Consent can be given to one sort of sexual activity but not another. Consent can be withdrawn at any time.

- **A child under the age of 13 can never consent to any sexual activity**
- The age of consent is 16
- Sexual intercourse without consent is rape

Sexual Harassment

Sexual harassment is unwanted conduct of a sexual nature that can occur online and offline, both inside and outside of school and can include

- Sexual comments, including telling sexual stories, making lewd comments, making sexual remarks about clothing or appearance and calling someone sexualised names
- Sexual jokes or taunting
- Physical behaviour such as deliberate brushing against someone, interfering with someone's clothes, (consider whether this crosses into sexual violence) displaying photos, pictures or drawings of a sexual nature
- Online sexual harassment either standalone or otherwise including;
- Taking and sharing nude photos (a criminal offence for U18s) (*see later in this policy for further information*)
- Sharing of unwanted explicit content
- Upskirting (a criminal offence)
- Sexualized online bullying
- Unwanted sexual comments and messages, including on social media
- Sexual exploitation; coercion and threats

Harmful Sexual Behaviour

At Caversham Park Primary School, we recognise that children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent as outlined below:

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	Single instances of inappropriate sexual behaviour	Problematic and concerning behaviour	Victimising intent or outcome	Physically violent sexual abuse
Socially acceptable	Socially acceptable behaviour within peer group	Developmentally unusual and socially unexpected	Includes misuse of power Coercion and force to ensure victim compliance	Highly intrusive Instrumental violence that is psychologically and/or sexually arousing to the perpetrator
Consensual, mutual, reciprocal	Context for behaviour may be inappropriate	No overt elements of victimisation	Intrusive	Sadism
Shared decision making	Generally consensual and reciprocal	Consent issues may be unclear May lack reciprocity or equal power May include levels of compulsivity	Informed consent lacking or not able to be freely given by victim May include elements of expressive violence	

from 'Children, young people and sexual violence, in 'Children behaving badly? Exploring peer violence between children and young people' S Hackett 2010

Preventing Abuse

At Caversham Park Primary School, we create a culture where sexual harassment or sexual violence are never acceptable. We aim to do this by:

- Identifying the school and out of school spaces to identify where harmful sexual behaviour could take place
- Having a curriculum-based approach to tackling a culture where reporting is perceived as snitching
- Teaching acceptable and unacceptable behaviours
- Engaging students in small-group sessions to discuss different forms of harmful sexual behaviour
- Girl focus RSHE groups
- Children having a trusting and positive relationship with an individual staff member
- Children being aware of previous positive experiences of school responses
- Staff showing that they respect students, listen and respond subtly

Responding to Reports of Sexual Violence and Sexual Harassment

At Caversham Park Primary School, we recognise that reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made. We also understand that

ultimately, any decisions need to be made on a case-by-case basis, with the Designated Safeguarding Lead (or Deputy) taking a leading role and using their professional judgement, supported by other agencies, such as the local authority children's social care and the police as required.

When responding to a report, it is important that staff understand that children may not find it easy to tell them about their abuse verbally. As with any safeguarding issue, if staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of school will not be downplayed and will be treated equally seriously. A victim should never be given the impression that they are creating a problem by reported sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed to making a report.

As with all safeguarding reports, it is important for staff to remember that they need to:

- listen to the child carefully
- use the child's language
- be non-judgemental
- not ask leading questions
- only prompt where necessary open questions - when, where, what etc.
- only record the facts as the child presents them.

It is essential that a written record is made and the DSL / Deputy DSL needs to be immediately informed.

Confidentiality and Anonymity

As with all safeguarding disclosures, staff taking a report should never promise confidentiality as it is likely that it will be in the best interests of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies. However, the school should only engage staff and agencies who are required to support the children involved.

Following any reports from a victim of sexual violence or sexual harassment, parents / carers should normally be informed (unless this would put the child at greater risk). It is also worth remembering the basic safeguarding principle that if the child is at risk of harm, in immediate danger, or has been harmed a referral should be made to the local authority. It is also necessary to remember that rape, assault by penetration and sexual assaults are crimes and that such reports must be referred to the police. Whilst the age of criminal responsibility is ten, the starting principle of referring to the police remains.

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, schools must be aware of anonymity, witness support and the criminal process in general so they can offer support and act appropriately. Staff must have an awareness of the potential impact social media can have in facilitation the spreading of rumours and exposing victims' identities.

Risk Assessment

Where there has been a report of sexual violence, the DSL (or Deputy DSL) will make an immediate risk and needs assessment. The risk and needs assessment for the report of sexual violence should consider:

- the victim, especially their protection and support
- whether there have been other victims
- the alleged perpetrator(s)
- all other children (and if appropriate, adult students and staff) at the school, especially any actions to protect them from the alleged perpetrator(s), or from future harms and
- the time and location of the incident and any action required to make the location safer.

Risk assessment should be recorded and kept under review.

The DSL (or Deputy DSL) should ensure that they are engaging with the local authority children's social care and specialist services as required.

Action Following a Report of Sexual Violence or Sexual Harassment

Schools should be aware of and respond appropriately to all reports and concerns about sexual violence or sexual harassment both online and offline, including those that have happened outside of school. The DSL (or Deputy DSL) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the initial response by the school. Important considerations will include:

- the wishes of the victim in how they want to proceed. Victims should be given as much control as is reasonably possible. This will however need to be balanced with the school's duty and responsibilities to protect other children
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- the ages of the children involved
- the developmental stages of the children
- any power imbalance between the children
- if the alleged incident is a one-off or a sustained pattern of abuse
- that sexual violence or sexual harassment can take place with intimate personal relationships between children
- the importance of understanding intra familial harms and necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, adult students or school staff?
- other related issues and wider context

Options to Manage the Report

It is important that school consider every report on a case by case basis. When to inform the alleged perpetrator(s) will be a decision that should be carefully considered. Where a report is going to the local authority children's social care and/or the police, then, as a general rule, the DSL should speak to the local authority children's social care and the police and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations.

There are four likely scenarios for managing reports of sexual violence or sexual harassment. Whatever the response, it should be underpinned by the principle that there is a Zero-tolerance approach to sexual violence or sexual harassment and it is never acceptable and will not be tolerated.

All concerns, discussions, decisions and reasons for decisions will be recorded on CPOMs.

1. Manage internally

In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or that referrals to statutory services are not required and that it would be appropriate to handle the incident internally, perhaps by utilising the Behaviour Policy and by providing pastoral support.

2. Early Help

In line with managing internally, the school may decide that the children involved do not require referral to statutory services but may benefit from early help.

3. Referrals to Local Authority Children's Social Care

Where a child has been harmed, is at risk of harm, or is in immediate danger, the DSL (or Deputy DSL) will make a referral to Local Authority Children's Social Care. At the point of referral, parents / carers will be informed, unless there are compelling reasons not to. The school will not wait for the outcome (or even the start) of Local Authority Children's Social Care investigation before protecting the victim.

4. Reporting to the Police

Any report to the police will generally be in parallel with a referral to the Local Authority Children's Social Care. Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Where a report has been made to the police the school will consult the police and agree what information can be disclosed to staff and others, in particular the alleged perpetrators and their parents / carers. The school will also discuss the best way to protect the victim and their anonymity.

If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all children at the school and consider any suitable action in line with the Behaviour Policy.

Any conviction is potentially going to generate interest among other pupils in the school and it will be important that the school ensures that both the victim and perpetrator(s) remain protected.

Unsubstantiated, Unfounded, False or Malicious Reports

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL should consider whether the child and/or the person who made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to local authority children's social care may be appropriate.

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

Sanctions and the Alleged Perpetrator(s)

With regards to the alleged perpetrator(s), disciplinary action is a matter for the school to decide and will be carefully considered on a case-by-case basis. The DSL (or Deputy DSL) will take the leading role.

Working with Parents / Carers

The school will, in most instances, engage with both the victims and the alleged perpetrator's parents / carers where there has been a report of sexual violence. The exception to this rule is if there is a reason to believe informing a parent / carer will put a child at additional risk. The school will carefully consider what information they provide to the respective parents / carers about the other child involved.

The DSL (or Deputy DSL) will meet with the parents/ carers of the victim to discuss what arrangements are being put in place to safeguard the victim and to understand their wishes in terms of support they may need and how the report will be progressed.

The DSL (or Deputy DSL) will also meet the alleged perpetrator's parents / carers to discuss what arrangements are being put in place that impact the alleged perpetrator.

Safeguarding other Children

Consideration will be given to supporting children who have witnessed sexual violence, especially rape and assault by penetration.

Following any report of sexual violence or sexual harassment, it is likely that some children will "take sides". The school will do all it can to ensure that both the victim and the alleged perpetrator(s) any witnesses, are not being bullied or harassed.

What to do if an incident of sharing nude and semi-nude images comes to your attention

- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download - **this is illegal**.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

From: Sharing nudes and semi nudes; how to respond to an incident (overview) Dec 2020

Appendix 2: DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result 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 care-givers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.

2. PHYSICAL ABUSE

Physical abuse 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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;

- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. SEXUAL ABUSE

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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

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

Child Criminal Exploitation is where a child or young person is manipulated or coerced into criminal activity, including county lines drug trafficking, theft, or violence.

Child Sexual Exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);

- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and County Lines)

Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), 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.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways - as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- *Fear of parents being contacted;*
- *Running away;*
- *Compulsive stealing;*
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communicating suddenly (known as "traumatic mutism") can indicate maltreatment.

6. RESPONSES FROM PARENTS/CARERS

Research and experience indicate that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;

- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household;
- Evidence of coercion and control.

7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

Appendix 3: DEALING WITH A DISCLOSURE OF ABUSE

What to do if you suspect a child has been harmed, neglected or abused?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Use the **Cause for Concern (Safeguarding) Confidential Record Sheet**. Include any questions you may have asked. Do not add any opinions or interpretations.
- Do NOT take it upon yourself to investigate possible abuse or neglect.
- Concerns must be referred to the staff member with responsibility for child protection (Headteacher). **Only the designated member of staff will make referrals to social care services or the police.** This will be done as speedily as possible.
- **Physical abuse:** Using the **Cause for Concern (Safeguarding) Confidential Record Sheet**, you can ask the child about an injury. You can ask **what** happened, **when** it happened, **where** it happened, **who** was involved. You do not ask the child why it happened. Do not photograph the injury, but record in writing as much detail as possible. Use a **body map** to plot where the injury was. Give details of the injury - descriptive.
- Discuss your concerns with the designated member of staff. He / she will continue the investigation and check the child's records to see if it is deemed appropriate to do so. Detailed notes of phone calls, contacts and action will be kept both in the Headteacher's **Child Protection (Safeguarding) Files** and in the individual pupil's file.

Action to take if a member of staff suspects or receives an allegation of abuse of a child

- **Stop and listen to what you are being told.** Responding to an allegation or suspicion of abuse of a child immediately takes priority. Immediately alert a senior member of staff (preferably the designated member of staff who will become involved at this point).
- **Take notes of what is said**, as it is being said - if it is not possible to take notes at the time, make notes immediately afterwards. Keep the notes taken at the time, without amendment, omission or addition, whatever subsequent reports may be written.
- **Do not promise confidentiality** or agree to "keep it a secret". Action will have to be taken if you believe that any child is suffering, or is likely to suffer significant harm. Try to be clear to the child about what you think will happen next. You can assure the child or anyone else giving you information that you will only tell those you have to tell to try to get the matter dealt with. You

can, and should, express support for the child or person giving you information in getting the matter sorted out.

- **Avoid asking leading questions** like "Did he do 'x' to you?" but open questions like "Can you tell me what happened?" Ask only what you need to know to ascertain whether abuse may have taken place. You do not need full details. Avoid expressing opinions beyond the facts. Leading questions and anything likely to suggest ideas or interpretations could damage subsequent investigations or criminal proceedings.
- **Consider whether a child now needs immediate protection** – consider both the child who has told you of concerns, and any other child, in the light of what you have been told or suspect. If so, initiate or take the necessary temporary protective action - e.g. by staying with the child on site until satisfactory arrangements for the child are made. You can ask and take into account the child's wishes about any immediate protection. You should aim to transfer protection of any child into the normally expected arrangements in the setting concerned, as soon as you are satisfied that these are safe.
- **Decide whether the allegation or suspicion indicates that a child is suffering, or is likely to suffer, significant harm** (the trigger for children's social care services child protection and/or subsequent police enquiries). Consider whether:
 - the allegation or suspicion appears to you to be seriously meant;
 - if true, it would constitute or seriously risk a child suffering, or being likely to suffer, significant harm (whether or not you personally believe it to be true - that assessment is for children's social care services enquiries or for police investigations)
 - the actual or likely harm is of a sexual, physical, emotional or neglect nature, sufficient to affect the child's normal physical, sexual, emotional, educational or social development.

Remember, even if you have any doubts and whether or not you personally believe it - the benefit of the doubt must always be in favour of making the report.

- **Do not tell the person who is the subject of an allegation or suspicion** what you have been told or what you suspect - that may put a child at further risk and/or damage any subsequent children's social care service or criminal investigation. Any further action will be decided in discussion with Reading's Children's Single Point of Access.

Appendix 4: ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - **Physical**
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
 - **Emotional**
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
 - **Neglect**
For example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - **Spiritual Abuse**
For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.

2. If a child makes an allegation about a member of staff, Governor, visitor or volunteer the Headteacher must be informed immediately. The Headteacher must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation him/herself or interview pupils.

3. The Headteacher should exercise and be accountable for their professional judgement on the action to be taken as follows:
 - If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Headteacher will notify the Local Authority Designated Officer (LADO). The LADO will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within Reading to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
 - If the Headteacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file. The allegation should be removed from personnel records.

4. Where an allegation has been made against the Headteacher, then the Chair of the Governing Body takes on the role of liaising with the LADO in determining the appropriate way forward. For details of this specific procedure see the Section on Allegations against Staff and Volunteers in the procedures of Local Safeguarding Children Board.

For information regarding low-level concerns, please refer to the Low Levels Concerns Policy in the Staff Code of Conduct.

Appendix 5: List of Important Contact Details

Contact	Number / Email	Note
Children's Single Point of Access	<p>https://brighterfuturesforchildren.org/services/childrens-social-care/childrens-single-point-of-access/</p> <p>Telephone (Mon-Fri, 9 am-5 pm): 0118 937 3641</p> <p>Email: cspoa@reading.gov.uk</p> <p>Secure web form: via referral page (e.g., Reading Council site)</p>	For pupils who live in Reading
Emergency Duty Team	01344 351999	
Berkshire West Safeguarding Children Partnership (BWSCP)	https://www.berkshirewestsafeguardingchildrenpartnership.org.uk/scp	
School Nurse	0118 9382145	Tilehurst Clinic
Reading Police Station	0845 8505505	For pupils who live in Reading
Children Missing Education	0118 9372550 admissions.team@reading.gov.uk	
NSPCC Whistleblowing Advice Line	0808 800 5000	
Operation Encompass Helpline	0204 513 9990 (Mon-Fri 8am to 1pm)	