



Whitley Park Primary and Nursery School

Safeguarding Policy (incl Child Protection)

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PART 1 INTRODUCTION AND DESIGNATED ROLES

Rights Respecting Schools

Whitley Park Primary School recognises the rights of all children. School policies will respect the UN Convention on the rights of the child. The Safeguarding policy links to:

- *Article 19: Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.*
- *Article 23: Children who have any kind of disability have the right to special care and support so that they can lead full and independent lives*
- *Article 24: Children have the right to good quality health care, safe drinking water, nutritious food, a clean and safe environment, so that they can stay health.*

COVID 19

The interim COVID 19 guidance has now been removed from KCSIE. However, this school recognises there may be ongoing wellbeing and mental health issues with all children because of the disruptive nature of education and school closures between March 2020 and March 2021 and ongoing absences from COVID in 2021-2022 and will have due regard to this.

CONTEXT OF THE SCHOOL WITH REGARD TO SAFEGUARDING

Local issues

Reading is regarded as a “hotspot” for:

- FGM – the rate is higher than the average for England (City University report cites prevalence rate as 0.7% in Reading 3.11.2020)
- Deaths from heroin and morphine drug use puts Reading in top ten towns for drug deaths in England (Source: Office of National Statistics April 2018). The number of drug deaths and rate rose in the period 2018 – 2020 especially amongst men. (ONS August 2021). The census of 2021 reported that deaths from heroin in Reading were up to 6 times higher than neighbouring authorities. The ONS report suggest there is a link with areas of high deprivation which applies to WPPNS catchment.
- County Lines
- Rising numbers of Domestic Abuse (Source: Thames Valley Police and Home Office Figures); domestic abuse cases doubled in 2019/20 exacerbated by lockdown and there was a 1% increase 2020-21.

The most recent Joint Targeted Area Inspection of Reading (March 2025) and published 6 May 2025 focused on 0-7 year olds domestic abuse victims. The inspection recognised strengths and identified significant weaknesses and school will continue to work with professionals to support families.

The most recent Ofsted 'focussed visit' report for Reading Children's Services (July 2024) shows that "whilst some processes and partnerships have been strengthened, not all children make sufficient progress".

The most recent inspection report of Reading Local Authority children's services (July 2024) *'Children and families living in Reading are not currently receiving consistently good services. Senior leaders have a shared understanding of the priorities and improvements needed, and significant progress has been made in some areas since the last inspection, such as for early help, disabled children, children in care and care leavers. Leaders have also been successful in recruitment and in stabilising the workforce.'*

Schools should ensure:

- That they are clear about their part in protection plans and that they are comprehensible
- That dates for review are identified within recommended timescales
- That children have a chance to express their views either at meetings held in school or by having their thoughts recorded ahead of meetings
- Meticulous records are kept and missing paperwork from children's services is chased up

The school will have due regard to the above issues by:

FGM	See section in this policy Reminder to teachers before summer holidays
Deaths from drug use	PSHE scheme (Jigsaw)
County Lines	Staff training and continued awareness as a local issue
Reading children's services	DSL team to follow up cases where communication is poor (see bullet points above) by going to a manager/CP Chair if dissatisfied by the social worker response.
Domestic abuse	Have regard to Berkshire Women's Aid; helpline 0118 950 4003 Making referrals where appropriate http://www.berkshirerwomensaid.org.uk/

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

Please note this school will have due regard to *Keeping children safe in education; statutory guidance for schools and colleges. September 2025.*

PRINCIPLES

It is a basic right of every child to feel safe and protected from any situation or practice that results in a child being harmed through abuse or neglect.

This school recognises its legal and ethical duty to promote the well-being (including the mental and physical health) of pupils at the school, protect them from harm, and take appropriate action where we have concerns. We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care and extended school activities.

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

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **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, team meetings, and weekly 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 and training/updates

- 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 nudes and semi nudes and / or videos which 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 coordinating 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 are harmful. For example, children may feel embarrassed, humiliated or 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 para 17)
- will have due regard to the Human Rights Act 1998, the Equality Act 2010 and the Public Sector Equality Duty (ref KCSIE 2025 para 80-91). This includes acting on an awareness of protective characteristics.
- ensure that children have a trusted adult who they can be open with (KCSIE 2025 para 537)

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

DESIGNATED SAFEGUARDING LEAD

The designated safeguarding lead (and deputies) 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 person) for child protection in this school is:

Nathan Butler-Broad

In his absence, these matters will be dealt with by:

Hannah Wood Charmaine Lynch Sarah Rooke Angela Maskell

The DSL has lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place. The areas of responsibility for the designated safeguarding lead are:

Managing referrals as appropriate by:

- Referring cases to social care, giving as much detail as possible for context
- 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 training 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 (Designated Safeguarding Lead) immediately on concerns
- Being alert to children's needs
- Keeping accurate records of concerns and referrals
- Obtaining resources and attending refresher training for staff members
- Encouraging a culture of listening to children

- Ensuring that staff receive Universal Safeguarding Training on induction and that it is subsequently updated as required
- Ensuring staff have other training at least annually in person, and are alerted to safeguarding updates regularly via the weekly bulletin and emails as necessary
- Ensuring that all staff receive part 1 of “Keeping Children Safe in Education” September 2025 at induction and will be expected to demonstrate their understanding by confirming they have read the guidance, including as part of induction for new staff.
- Ensuring that all staff receive and read Part 1 and Part 5 of Keeping Children Safe in Education each academic year in conjunction with annual training.

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) and how to respond.

Raising awareness by:

- Ensure the school’s safeguarding policy and child protection procedures are known, understood and used appropriately
- Ensure 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
- Ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the Berkshire West Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Promote awareness of educational outcomes for those children with a social worker

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

The DSL will also manage CPOMS to record concerns and incidents in conjunction with the Deputy DSLs.

LOOKED AFTER CHILDREN

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

Hannah Wood

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.

CHILDREN WITH A SOCIAL WORKER

School staff will work in partnership with the Virtual School to support the attendance, attainment, and progress of children with a social worker. School staff will also ensure social workers are informed of key events involving children under their supervision, including suspensions, exclusions or behaviour concerns. In September 2024, the role of Virtual School Heads was further extended to include a non-statutory responsibility to promote the educational achievement of all children in kinship care. The school will continue to work with non-statutory guidance on 'Promoting the education of children with a social worker' which contains further information on the roles and responsibilities of Virtual School Heads.

DESIGNATED GOVERNOR

The Designated Governor for Safeguarding at this school is:

Catherine Airey

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

- The school is carrying out its duties to safeguard the welfare of children at the school.
- 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 Children Partnership and any supplementary guidance issued by the Local Authority.
- Only persons suitable 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.

SAFEGUARDING IN SCHOOL

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:

- Social and Emotional Aspects of Learning; Personal, Social, Health and Citizenship Education; Relationships Education, Sex and Relationships Education; Drug Education; child protection issues will be addressed through the curriculum as appropriate.
- Bullying; the school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualised behaviour, or bullying that is homophobic in nature, or where there appear to be links to domestic abuse in the family home.
- Safer recruitment and code of conduct for staff.
- Whistleblowing.
- Special Educational Needs and Disabilities.
- Racist incidents.
- Confidentiality.
- Behaviour including bullying.
- Attendance (including when children go missing).
- Health & Safety.
- Physical Intervention.
- Code of Conduct for Staff.
- Medical Conditions.
- Health and Safety
- Online Safety.
- Lone Working.
- Low Level Concerns
- Intimate care.
- British Values at Whitley Park Primary and Nursery School.

PART 2 ADMINISTRATION

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 and recorded appropriately.

Staff should never promise a child that they will not tell anyone about an allegation or a confidence that a child shares, 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 with the Designated Person who will follow school procedures and, if appropriate, 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 head teacher 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](#)

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.

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.

Information sharing is vital in identifying and tackling all forms of abuse and neglect and in promoting children's welfare, including their educational outcomes. 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.

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 para 118 or see Chapter 1 of Working Together to Safeguard Children.

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

When children transfer to another school, the Clerical Officer will ensure their child protection file is transferred to the new school as soon as possible. This will be shared via CPOMS 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 Clerical 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)

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 (CPOMS) 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 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

- A note of any action taken, decisions reached, the rationale for these decisions 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 out school premises to organisations of individuals (community groups, sports associations) 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. This will include seeking assurance that the provider has appropriate safeguarding and child protection policies and procedures in place (inspecting as needed).

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

Where these activities are provided separately then arrangements must be in place to liaise with the school re safeguarding arrangements and again should be made explicit in the service level agreement. Failure to comply will lead to termination of the agreement.

DBS checks will be carried out as appropriate; the school works in line with Keeping children safe in out-of-schools settings.

PART 3 ADULTS IN SCHOOL**ALLEGATIONS MADE AGAINST/CONCERNS RAISED IN RELATION TO TEACHERS, INCLUDING SUPPLY TEACHERS, OTHER STAFF, VOLUNTEERS, 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 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 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 360-361 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.

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. Whilst the school is not the employer of supply teachers, we aim to ensure allegations are dealt with properly and will work with the supply agency.

The Head Teacher rather than the Designated Person will manage the allegations, unless the allegation is against the Head Teacher, 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.

There are 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 been had they not resigned. There must be consideration whether to refer to the Secretary of State via the Teaching Regulation Agency (details on Gov.UK)

The Head Teacher (or Chair of Governors) will report without delay to the Local Authority Designated Officer.

ALLEGATIONS INVOLVING ORGANISATIONS OR INDIVIDUALS USING SCHOOL PREMISES

As with all safeguarding allegations, the school will follow normal safeguarding procedures, including informing the Local Authority Designated Officer (LADO). The Headteacher will record allegations on the school Staffsafe system.

Contacting the Local Authority Designated Officer (LADO):

- 0118 937 2684
- lado@reading.gov.uk
- Via the Children's Single Point of Access
- By filling in a referral form for the LADO (please note this must be emailed securely. Full guidance is on the [form](#))

Low-Level Concerns (KCSIE 2025 – Paragraph 434)**Definition of a Low-Level Concern**

A low-level concern is any behaviour or action by an adult working in or on behalf of the school that:

- Is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work, **and**
- Does not meet the threshold for immediate referral to the Local Authority Designated Officer (LADO), but
- Causes a sense of unease or concern that it may indicate a potential safeguarding risk if not addressed.

Low-level concerns may arise from a single incident or a pattern of behaviour and can relate to, but are not limited to:

- Boundary issues or blurred professional boundaries
- Inappropriate use of language or tone
- Use of personal devices contrary to policy
- Over-familiarity with pupils
- Inappropriate online behaviour or social media use
- Failure to follow school safeguarding procedures

The school recognises that addressing low-level concerns early helps to promote a culture of openness, transparency and safeguarding.

Reporting Low-Level Concerns

In line with KCSIE 2025, all staff, volunteers and contractors are expected to share low-level concerns promptly.

- Concerns should be reported to the Headteacher as soon as possible.

- Where the concern relates to the Headteacher, it must be reported directly to the Chair of Governors.
- Concerns can be raised verbally initially but must be followed up in writing.
- Staff are encouraged to report concerns even where they are unsure whether behaviour meets the definition of a low-level concern.

The school culture promotes professional curiosity and reassurance that raising concerns is a safeguarding responsibility, not a complaint.

Recording Low-Level Concerns

- All low-level concerns will be recorded in writing using the school's agreed recording system.
- Records will include:
 - The name of the adult involved
 - The nature of the concern
 - Date, time and context of the incident or behaviour
 - Any action taken and by whom
- Records will be factual, objective and proportionate.
- Information will be held securely and in line with data protection requirements.

Low-level concern records do not form part of personnel disciplinary files unless escalated.

Monitoring and Review of Low-Level Concerns

- The Headteacher (or Chair of Governors where appropriate) will review low-level concerns to:
 - Identify patterns or recurring themes
 - Consider whether concerns require escalation to LADO or other external agencies
 - Ensure appropriate support, guidance or action is taken
- Where patterns emerge, the school will take proportionate action, which may include:
 - Additional guidance or supervision
 - Training or mentoring
 - Review of role or responsibilities
 - Escalation to formal safeguarding or disciplinary procedures where thresholds are met

The monitoring of low-level concerns contributes to a safer culture and ensures that concerns are acted upon consistently and fairly.

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@nscppcc.org.uk or Whistleblowing advice Line 0800 028 0285.

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
- 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

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, we will view this as misconduct and take appropriate action.

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

Whitley Park Primary and Nursery Chair of Governors

Cathy Woodcock

Contact via the school office on 0118 937 5566 or via email at cwoodcock@whitleypark.reading.sch.uk

GOVERNORS

Governors are required to have an enhanced DBS check and a Section 128 check using the gov.uk [site](#) as part of the wider Safer Recruitment process.

The Governing Body will ensure that **all** governors 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. Their training should be regularly updated (KCSIE 2025 para 79) through relevant top ups, information bulletins and opportunities to learn.

Governors should also be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty²⁵), and the local multi-agency safeguarding arrangements

Governors should ensure that the school has appropriate filters and monitoring services in place and regularly review their effectiveness and that these are age appropriate for the pupils.

Governors should also ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

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 (What to Do If You Suspect a Child Is Being Abused) and a copy of this policy within one week of starting their work at the school.

Volunteers must sign and will be given the safeguarding information leaflet on arrival.

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

The Head teacher 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 attend refresher training every three years, and the designated person every two years.

For Prevent/ Channel training see above.

MULTI AGENCY WORKING

The three safeguarding partners are the local authority, the local clinical commissioning group, and the chief officer of police within the local area.

This school contributes to multiagency working in line with statutory guidance Working Together to Safeguard Children and will expect to be actively and fully engaged with the three safeguarding partners to safeguard and promote the welfare of children in local need.

PHYSICAL CONTACT & RESTRAINT

Members of staff may have to make physical interventions with pupils; generally, this should be avoided unless it is necessary to protect the child, or another person, from immediate danger. Any such incident should be written up in full and recorded on CPOMS as a Team Teach incident. Staff in roles where restraint is more likely to be needed will receive Team Teach or equivalent training.

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 the guidance set out in "Safeguarding Children and Safer Recruitment in Education" and "Keeping children safe in education" Part 3 - September 2025.

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 spec)
- Any 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
- All applicants must complete a full application form (a CV is not enough)
- Online searches are completed for all shortlisted applicants (This service is provided by Judicium Education and includes investigation into social media activity).
- 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. At least one of these people will be safer recruitment trained.
- 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 or the necessary pre – employment checks which MUST be carried out
- References are on headed paper or professional email 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 identity 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 TRA, Teacher Regulation Agency service where necessary <https://teacherservices.education.gov.uk/>
- 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

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. Assurance of this must be given by the university/provider before they start their placement.

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 in writing that 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 and presentations shared prior to visiting.

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 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.

Volunteers and visitors will be given a leaflet entitled "*Safeguarding advice for staff, visitors and volunteers that outlines school safeguarding procedures.*"

Please note: DBS checks on volunteers are free.

For more information visit: Identification checking guidelines GOV.UK website

<https://www.gov.uk/government/publications/dbs-identity-checking-guidelines> (updated July 2025)

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 POSSIBLE HARMS

Use of Artificial Intelligence (AI) in School (Staff and Pupils)

The school recognises that Artificial Intelligence (AI) tools (including generative AI) are increasingly accessible and may support learning, workload management and creativity. This section sets clear expectations to ensure AI is used safely, ethically and in a way that safeguards children, maintains professional standards and upholds academic integrity.

Definition of AI

For the purposes of this policy, AI refers to digital tools or systems that:

- Generate text, images, audio, video or code
- Analyse or summarise information
- Respond interactively to user prompts

Examples include chatbots, writing assistants, image generators, automated marking tools and adaptive learning platforms.

Expectations for Staff - Professional Use

Staff may use AI tools to support planning, administration and professional tasks provided that:

- AI use is transparent, appropriate and supports (not replaces) professional judgement
- No personal data relating to pupils, families or staff is entered into public or unapproved AI systems
- Outputs are reviewed critically for accuracy, bias, safeguarding risks and age-appropriateness before use

Staff remain fully responsible for all professional decisions, planning and assessment.

Safeguarding and Data Protection

- AI tools must not be used to generate, analyse or store safeguarding information about individual pupils.
- Staff must not upload photographs, videos, voice recordings or identifiable pupil information into AI systems unless explicitly approved by the school and compliant with data protection requirements.
- Any AI platform used with pupils must be risk assessed and approved by senior leaders.

Modelling Safe Practice

In line with KCSIE expectations, staff must:

- Model safe, ethical and responsible use of AI
- Challenge misuse or over-reliance on AI by pupils
- Report any safeguarding concerns arising from AI use to the DSL immediately

Expectations for Pupils - Acceptable Use

Pupils may use AI tools for learning where explicitly permitted by staff and where it supports understanding, creativity or revision.

Pupils must:

- Use AI tools in a responsible, respectful and age-appropriate manner
- Understand that AI-generated content may be inaccurate or biased
- Acknowledge where AI has been used to support their work, when required

Prohibited Use

Pupils must not:

- Use AI to complete work dishonestly or present AI-generated content as entirely their own where this breaches expectations
- Use AI to generate harmful, inappropriate, bullying, abusive or sexualised content
- Upload personal data, images or information about themselves or others into AI tools
- Use AI to bypass school filtering or safety systems

Misuse of AI will be addressed through the Behaviour Policy and safeguarding procedures where appropriate.

Safeguarding, Monitoring and Reporting

- The school will monitor emerging risks associated with AI, including exposure to inappropriate content, misinformation, manipulation or online harm.
- Any safeguarding concerns linked to AI use (including online contact, content or conduct) must be reported immediately to the DSL or Deputy DSL.
- Patterns of misuse will be monitored and identified through the school filtering and monitoring systems

BEHAVIOUR

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

CHILD SEXUAL EXPLOITATION (CSE) and CHILD CRIMINAL EXPLOITATION CCE

Different forms of harm often overlap, and perpetrators may subject children to multiple forms of abuse such as criminal exploitation, including county lines (See County Lines Toolkit for Professionals link on page 27/28) and sexual exploitation.

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 both male and female 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 paragraphs 34 - 40.

CSE is a form of sexual abuse.

Children may be exploited by adults – male or female, 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 boyfriends or girlfriends; and
- Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant

BE AWARE THAT THESE COULD HAPPEN IN A PRIMARY SCHOOL

CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Ofsted's rapid review of sexual abuse in schools and colleges in June 2021 revealed the large-scale prevalence of sexual harassment and online sexual abuse and that children see these incidents as so "commonplace" that they see "no point" in reporting them. Although the report was focused mainly on secondary schools the issues will be present in primary schools and this school will maintain an attitude of "it could happen here".

Addressing inappropriate behaviour – however innocuous or at any age can be a vital intervention that may prevent future problematic behaviour.

Please note 'Undressed' LGFL provides advice on how to teach young children about being tricked into getting undressed online in an age-appropriate way.

The school will follow KCSIE 2025 Part 5 – Child on Child sexual violence and sexual harassment.

This covers :

School staff being aware of and ensuring that there is a zero tolerance approach and not accepting banter; recognising that if there are no reports it doesn't mean it isn't happening in school, challenging physical behaviour.

School staff will take seriously any reports of sexual violence or harassment and reassure victims in line with the school approach.

Staff recognise that child on child sexual violence and abuse can take place inside and outside of school.

School follows the definitions of sexual assault and consent in KCSIE 2025

Staff being aware of sexual harassment and Harmful Sexual Behaviours and how to respond to any concerns as per KCSIE 2025 and Working Together to Safeguard Children 2023.

KCSIE Part 5

CHILDREN MISSING IN EDUCATION

The school will be following statutory guidance in [Working Together to Improve School Attendance](#), August 2024.

This school will keep at least two emergency contact numbers for each child where reasonably possible.

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.

A child being regularly absent or going missing from education are both potential indicators of abuse or neglect. School staff should follow the school's procedures for monitoring absence dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

All schools must inform their 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.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

This is done through the Educational Welfare Service.

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

The school is required to notify the LA within 5 days when a pupil's name is added to the admissions register (other than when pupils are registered at the start of the school's youngest year).

Further information can be found in the statutory [Children Missing Education guidance](#)

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 para 41)

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-onfemalegenital-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 teachers¹¹, 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. For more information:

<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.

Please see p32 – 36 of the Multi- agency guidelines for frontline workers or contact the Forced marriage Unit if you need advice or information Tel: 020 7008 0151 or Email fm@fco.gov.uk

<https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-onforcedmarriage> (updated 13 April 2023)

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

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: <https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

MENTAL HEALTH AND SAFEGUARDING

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. 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 [Mental health and behaviour in schools Nov 2018](#) and [Promoting and supporting Mental Health and wellbeing in schools and colleges](#) (updated July 2025)

ONLINE SAFETY

This school recognises that there are positive and negative aspects of the internet.

Within online safety there are four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material such as pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories
- Contact: being subjected to harmful online interaction with other users
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm for example, making sending and receiving explicit images (eg consensual and non-consensual sharing of nudes and semi – nudes and/or pornography, sharing other explicit images and online bullying
- Commerce: online gambling, inappropriate advertising, phishing and or financial scams (if staff or pupils are at risk report to the Anti Phishing Working Group <https://apwg.org>)

Children at this school will be 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/> (KCSIE 2025 para 470)

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 PSHE curriculum, through SMSC, through the explicit teaching of the school values as well as through the explicit teaching of British Values.

As Whitley Park Primary and Nursery 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.

<https://www.gov.uk/government/publications/harmful-online-challenges-and-onlinehoaxes/harmful-online-challenges-and-online-hoaxes>

FILTERING AND MONITORING

This school has appropriate monitoring and filters in place. School staff receive annual training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring. If you are concerned about an e-safety safeguarding matter, please report this directly to the DSL. The school will review filtering and monitoring standards using the DfE self-assessment [plan](#) on an annual basis.

Whitley Park Primary School will work with the DfE Generative AI: [product safety expectations](#) to support use of generative artificial intelligence safely, including filtering and monitoring requirements.

The DSL is responsible for safeguarding and online safety. This includes organising staff training and acting on:

- filtering and monitoring reports
- safeguarding concerns
- checks to filtering and monitoring systems

The IT service provider (SoftEgg) has technical responsibility for:

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

The IT service provider (SoftEgg) works with the senior leadership team and DSL to:

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

The Governing body has overall strategic responsibility for filtering and monitoring and need assurance that the standards are being met. All governors are expected to do online e safety training and are provided with the opportunity to do so.

The Safeguarding Governor has responsibility to ensure the implementation of filtering and monitoring system standards are being met. The Safeguarding Governor will monitor this on a termly basis and report back to the governing board as part of the written Safeguarding Report/Update.

Please cross reference with the Whitley Park Primary and Nursery School Online Safety Policy, the Cyber Security Policy and the E safety section of the school website. For additional information visit: <https://www.gov.uk/government/publications/teachingonline-safety-in-schools>

Mobile and Smart Device Use (KCSIE 2025 & EYFS)**Expectations for Pupils**

Only Year 6 pupils are permitted to bring personal mobile phones to school

Where mobile phones are brought to school, they must be switched off and stored securely in line with school procedures.

The school accepts no responsibility for loss or damage to personal devices.

Sanctions

Misuse of devices will be managed in line with the Behaviour Policy and may include confiscation, parental contact, or safeguarding procedures where concerns arise.

Expectations for Staff, Volunteers and Visitors

In line with KCSIE 2025 (para 137), all adults must:

- Model safe, responsible and professional use of technology at all times.
- Never use personal devices to take photographs or recordings of pupils.
- Only use school-owned devices and approved systems for educational images, videos or communication.
- Ensure all digital communication with pupils and families is professional, appropriate and conducted via school-approved platforms.

Use of Personal Devices

- Personal mobile phones and smart devices must not be used while supervising pupils.
- Devices should be kept out of sight during teaching time and when working directly with children.
- Staff must not access personal social media accounts during contact time with pupils.

Safeguarding and Reporting

- Any safeguarding concerns arising from mobile or smart device use (including online abuse, sexual harassment, sexting, or exposure to harmful content) must be reported immediately to the DSL or Deputy DSL.
- Staff must be aware that online behaviour outside of school may still pose a safeguarding risk and be subject to school procedures.

EYFS-Specific Expectations

In accordance with the EYFS Statutory Framework:

- Personal mobile phones and smart devices must not be used in areas where children are present.
- All devices must be stored securely during EYFS sessions.

- School devices used for educational or recording purposes must be risk assessed and used strictly in line with safeguarding procedures.
- Staff must remain vigilant to ensure children are not exposed to inappropriate content, images or online risks.

PHOTOGRAPHING CHILDREN

We understand that parents 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 permission.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name. 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 do request that parents do not 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; the school works with guidance and advice in the [Prevent Duty](#), 2023.

Extremism (2024) is defined by [gov.uk](#) as:

the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. *negate or destroy the fundamental rights and freedoms of others; or*
2. *undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or*
3. *intentionally create a permissive environment for others to achieve the results in (1) or (2).*

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

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

This school will approach the Prevent duty on three levels:

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

The Prevent Duty has four general themes

1. Risk Assessment

This relates to the context of the school's geographical area. Whitley Park Primary and Nursery School draws from a diverse catchment area. In August 2025 the terrorism threat level is at substantial, according to Joint Terrorism Analysis Centre and [Security Services](#). There are 5 levels of threat and substantial is the third of five levels.

This school will have 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*.

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

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

2. Working in Partnership

Policies will take into account the policies and procedures of [the Berkshire West Safeguarding Children Partnership \(in Reading\) Procedures Manual](#)

3. Training

The DSL will access Prevent training. All new staff will be expected to do eLearning training as part of their induction <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Staff should discuss possible referrals with the DSL.

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.

PLEASE NOTE: Private fostering is an area of improvement for Reading Local Authority (Ofsted Inspection Report July 2024) so this school will endeavour to ensure continued clear communications with the LA.

ALTERNATIVE PROVISION

Where pupils are educated in alternative provision, Whitley Park Primary and Nursery School continues to be responsible for the safeguarding of that pupil. The school will ensure they have the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. There must be clear procedures about managing safeguarding concerns between the two agencies including raising alerts promptly for non-attendance. The school will obtain written confirmation that safeguarding checks have been carried out and that the provider will inform them of any arrangements, such as staff changes, that may put the child at risk. The school is then responsible for ensuring further safeguarding checks have been carried out. The school will complete half termly reviews to quality assure safety, attendance and suitability of the placement. If there are any safeguarding concerns the placement should be reviewed and terminated if required.

REMOTE LEARNING

The school maintains regard to the advice provided by the DfE to support schools specifically [Safeguarding and remote education](#)

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) can face additional safeguarding challenges. Governing bodies should ensure the school 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.
- The potential for children with SEND and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties overcoming these barriers.

Who speaks for those who have no voice?

At this school, there is an Inclusion Register. The Inclusion Lead (SENDCo) is also a DDSL and joins weekly safeguarding meetings with the safeguarding team. The Inclusion Lead will advocate for these children and share insight and knowledge with other school.

PART 5**MONITORING AND EVALUATION, USEFUL LINKS AND SOURCE MATERIAL****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

The Designated Person will provide a written report to the Governing Body on a termly basis.

- 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 CAF/CASS 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.

The Head Teacher will report to the Governing Body Annually

- 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 the School Council or 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.

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

The name of the Designated Safeguarding Lead (and any deputies) will be displayed in school.

WHITLEY PARK PRIMARY AND NURSERY SCHOOL SAFEGUARDING PROCEDURES

Safeguarding is a responsibility shared by staff, families and children at our school. Reporting concerns is vital to promoting a safe and open culture where children are protected from potential harm. Staff use CPOMS as an online tool to record and report concerns about a child. This allows the Safeguarding Team, led by the DSL, to be well informed and take positive action as required.

All staff are expected to report concerns directly using CPOMS or in person when the concern requires more immediate attention. If a concern is not able to be recorded immediately on CPOMS then it should be written down and uploaded at a later date. Ensuring information is clear (incl dates, times, body maps, etc) and factual information is vital.

The Safeguarding Team, including the Attendance Officer, meet every week to share concerns and identify actions. In this way, we maintain a priority focus on the needs of vulnerable children and ensure agreed actions are followed through. Part of this process includes sharing information and delegating tasks to other members of staff.

USEFUL LINKS

[Berkshire West Safeguarding Children Partnership - scp](#)

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

[County Lines NCA.gov.uk](#)

[Data Protection Toolkit for Schools](#)

[Education inspection framework \(EIF\) - GOV.UK \(www.gov.uk\)](#) (see section 12 – 14)

[Mandatory Reporting of FGM - procedural information](#)

[Mental health and behaviour in schools](#)

[NPCC - When to call the Police](#)

[NSPCC - UK domestic-abuse Signs Symptoms Effects https://www.gov.uk/guidance/safeguarding-andremote-education-during-coronavirus-covid-19](#)

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

<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health> [Teaching online safety in school](#)

USEFUL TELEPHONE NUMBERS

Children's Single Point of Access:	0118 937 3641
Pan Berkshire Out of Hours Emergency Team:	01344 786543
NSPCC Whistleblowing Advice Line:	0808 800 5000

SOURCE MATERIAL

- Department for Education (DfE) (2025) [Keeping Children Safe in Education, 2025](#). London
- Department for Education (DfE) (updated March 2025) [Filtering and monitoring standards for schools and colleges](#).
- Department for Education (DfE) (updated March 2025) [Cyber security standards for schools and colleges](#).
- Relationships Education, Relationships and Sex Education (RSE) and Health Education; statutory guidance for governing bodies, headteachers etc.
- The School Staffing (England) Regulations 2009 (Amendments June 2015)

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

CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Ofsted's rapid review of sexual abuse in schools and colleges in June 2021 revealed the large-scale prevalence of sexual harassment and online sexual abuse and that children see these incidents as so "commonplace" that they see "no point" in reporting them. Although the report was focused mainly on secondary schools the issues will be present in primary schools and this school will maintain an attitude of "it could happen here".

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It can be online or face to face – both physically and verbally and in or out of school or both. This school will build a culture so that **these are never acceptable**.

Addressing inappropriate behaviour – however innocuous or at any age can be a vital intervention that may prevent future problematic behaviour. It is vital that this work is done in partnership with statutory safeguarding partners.

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

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

Points to remember

- The law is in place to protect rather than criminalise children – this needs to be explained to children
- 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 recognized. 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.
- The importance of understanding intra-familial harms, and any necessary support for siblings following incidents

Definitions (in the context of child-on-child sexual violence) (and again in the context of it could happen here) from KCSIE 2025.

Sexual violence**Rape**

A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by penetration

A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual assault

A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE - Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so

a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault)

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

A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – 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, eg to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice

- 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
- Further information about consent can be found via: Rape Crisis England & Wales - Sexual consent

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)
- Sharing of unwanted explicit content
- Upskirting (a criminal offence)
- Sexualised online bullying
- Unwanted sexual comments and messages, including on social media - Sexual exploitation; coercion and threats

Reports of sexual violence and sexual harassment are likely to be complex and policies must be in place that provide the foundation for a calm, considered and appropriate response to any reports.

Decisions made will be on a case-by-case basis with the DSL taking the lead role, supported by other agencies.

Responding to reports of sexual violence and sexual harassment will be set out in the school policy. Staff must challenge inappropriate behaviours between children, many of which are listed below, that are abusive in nature.

These include downplaying certain behaviours, for example dismissing sexual harassment as: -

“just banter”,

- *“just having a laugh”*
- *“part of growing up”* - *“boys being boys”*

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.

This school will accept all the recommendations from Ofsted:

- A carefully sequenced RSHE curriculum [that is age appropriate] that specifically includes sexual harassment and sexual violence including online
- Teaching of consent
- Teaching about sending inappropriate photos (nudes)
- High quality training for teachers teaching RSHE
- Routine record keeping and ANALYSIS of sexual harassment and sexual violence to identify patterns
- A behavioural approach to reinforce a culture where sexual abuse are not tolerated
- Working closely with LSPs and other schools within the cluster so this school is aware of support available
- Support for DSLs with protected time to engage with LSPs
- Training for all staff and governors better understand the definitions above and can identify early signs of peer-on-peer abuse and will be consistent in their response to sexual harassment and online sexual abuse

Creating a culture where sexual harassment or sexual violence are never acceptable

The following have been identified by Ofsted as good practice;

- 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 groups
- Children having a trusting and positive relationship with an individual staff member
- Children being aware of previous positive experiences of school responses
- Teachers showing that they respect students, listen and respond subtly
- Having staff with a specialist role not linked to teaching or behaviour

Confidentiality

The Ofsted report highlights the barriers that prevent children from speaking about sexual abuse and harassment including online. These included:

- worry that what happened next would be out of their control
- worry that they would be branded by their peers as a 'snitch' who got a peer into trouble
- worry that they would be ostracised from friendship groups
- worry that there would be damage to their reputation, for example through sexual rumours being circulated about them
- feeling that they would not be believed
- feeling that they might be blamed for doing things they were told not to do, for example sending nudes, even if they were pressured to do so
- feeling that nothing would be done
- feeling that things were so commonplace 'there's no point' in raising it
- feeling embarrassment and shame when talking to someone from a different generation about sex

NSPCC research on young adults who had been abused as a child found that 80% had to take more than one attempt to tell someone before they were listened to. This is why it is important that children are in a culture where they understand that concerns will be dealt with, actions have consequences and that this can be seen.

The NSPCC also highlight the importance of:

- demonstrating to a child that you are listening
- putting a child in charge of the conversation
- reassuring a child and showing empathy

Children know that schools cannot always keep everything confidential and may need to share information with other agencies. There is a need to be careful how and when you speak to children

– i.e. not removing them from class so everybody knows that 'something is going on'. Listening to children's views on this should inform a preventative approach to sexual harassment and sexual violence including online abuse.

Staff MUST 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.

It is important to explain to children that the law is in place to protect children rather than criminalise them – use age-appropriate language to do this. (KCSIE September 2025) Responding to a report of sexual harassment or sexual violence.

Staff will:

- Record the concern on CPOMS
- Reassure the child that they have done the right thing in telling an adult
- Explain that the incident will be followed up

What the DSL/DDSL will do

- Reassure the child that they have done the right thing in telling an adult and you will help
- Investigate the concern and record this information on CPOMS
- Take advice from DDSL/DSL/SPA as required
- Communicate their findings/and intended follow up to the parents of children involved/the police as required

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) updated March 2024*

Risk assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms. Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the staff will actively consider the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe.

The designated safeguarding lead (or a deputy) will ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The above school risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments will be used to inform the school's approach to supporting and protecting their pupils and students and updating their own risk assessment.

Action following a report of sexual violence and/ or sexual harassment

What to consider

The school will carefully consider any report of sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school 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 involved
- any power imbalance between the children. For example, is an alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers
- are there ongoing risks to the victim, other children, adult students or school staff
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
- It is important to understand intra familial harms and obtain any necessary support for siblings following incidents (KCSIE 2025 para 487)

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. When responding to concerns, staff should always follow general safeguarding principles as per Keeping Children Safe in Education. **Immediate** consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

The starting point regarding any report should always be that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. It is especially important, not to pass off any sexual violence or 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 and an unsafe environment for children.

Managing the report

Staff will consider every report on a case-by-case basis. When to inform the alleged perpetrator(s) will be a decision that will be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school will speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. However, as per general safeguarding principles, this will not stop the school taking immediate action to safeguard their children, as required.

There are four likely scenarios staff will consider when managing any reports of sexual violence and/or sexual harassment. It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school will decide on a course of action. Consideration will be given to whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again. The four scenarios are:

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 require referrals to be made to statutory services and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour and bullying policies and by providing pastoral support.
- The school's response will be underpinned by the principle that there is a zero-tolerance approach to sexual violence and 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

Early help

- The school may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help can be particularly useful to address nonviolent HSB and may prevent escalation of sexual violence.
- The school should be part of any discussions with statutory safeguarding partners to agree levels of assessment and services to be commissioned (KCSIE 2025)
- All concerns, discussions, decisions and reasons for decisions will be recorded on CPOMS.

Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, the schools will make a referral to the child's local social care services.

- At the point of referral to children's social care, the school will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.
- Where statutory assessments are appropriate, the school (especially the designated safeguarding lead or a deputy) will work alongside, and cooperate with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support.
- School staff will not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. Consideration of safeguarding the victim, the alleged perpetrator(s), any children directly involved in the reported incident and all children (and adult students) at the school will be immediate.
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The Designated Safeguarding Lead (or deputy) will be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) will consider other support mechanisms such as early help, specialist support and pastoral support.

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

Reporting to the police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. See also: [When to call the police](#).
- At this stage, the school will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- 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 perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school continue to engage with specialist support for the victim and alleged perpetrator(s) as required.

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

Ongoing response

Staff will continue to record concerns on CPOMS

The Safeguarding Team will continue to monitor, including discussion and sharing of related information at weekly Safeguarding meetings.

Unsubstantiated, unfounded, false or malicious reports

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has 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 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 their own behaviour policy.

Appendix 2



Staff Childcare Disqualification Declaration

School	
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The Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 updates provisions in the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009.

This means that, in order to comply with the Regulations, the school must ensure that relevant staff are not disqualified from working in a relevant childcare setting.

All relevant staff, including new appointees, working in a childcare setting or directly concerned in the management of a childcare setting must complete the declaration below. The school is required to ask for the information, which is separate from any other information already provided (e.g. DBS check) and staff must complete the form with accurate information.

If a member of staff is disqualified, there may be an impact on their ability to remain working with the relevant age group or in the setting. A disqualified person is not permitted to continue to work in a setting providing early years childcare, or later years childcare outside of the school day for children under the age of eight, unless they apply for and are granted a waiver from Ofsted.

A person may be disqualified through:

1. Having certain orders or other restrictions placed upon them,
2. Having committed certain offences

If you need any assistance with completing this form or if you have any questions please speak to the school office.

Name		Post	
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Please circle one option for every question:

Section 1 – Orders or other restrictions

Have any orders or other determinations related to childcare been made in respect of you?	YES / NO
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Have any orders or other determinations related to childcare been made in respect of a child in your care? e.g. have your own children been taken into care?	YES / NO
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Have any orders or other determinations been made which prevents you from being registered in relation to child care, children's homes or fostering?	YES / NO
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in the Schedule 1 of the Regulations ? Available from the school office or at the link below: http://www.legislation.gov.uk/uksi/2009/1547/schedule/1/made	YES / NO
Are you barred from working with Children (Disclosure and Barring (DBS))?	YES / NO
Section 2 – Specified and Statutory Offences	
Have you ever been cautioned, reprimanded, given a warning for, or convicted of:	
Any offence against or involving a child? (a child is a person under the age of 18)	YES / NO
Any violent or sexual offence against an adult?	YES / NO
Any offence under the Sexual Offences Act?	YES / NO
Any other relevant offence? Available from the school office or at the links below: http://www.legislation.gov.uk/uksi/2009/1547/schedule/2/made http://www.legislation.gov.uk/uksi/2009/1547/schedule/3/made	YES / NO
Have you ever been cautioned, reprimanded, given a warning for, or convicted of any similar offence in another country?	YES / NO
Section 3 – Provision of Information	
If you have answered YES to any of the questions above you should provide details below. You may supply this information separately if you so wish, but you must do so without delay.	
Details of the order, restriction, conviction, caution, etc.	
The date(s) of these	
The relevant court(s) or body(ies)	
You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions a DBS Certificate may be provided.	
Section 5 - Declaration	

In signing this form, I confirm that the information provided is true to the best of my knowledge and that:			
I understand my responsibilities to safeguard children.			
I understand that I must notify my Headteacher/Principal immediately of anything that affects my suitability, now or in the future , including any cautions, warnings, convictions, orders or other determinations that would render me disqualified from working with children.			
Signed			
Print Name		Date	

Please note that all information disclosed on this form will be dealt with confidentially, and will only be shared with people involved in an advisory or decision-making capacity. Details to confirm that this check has been carried out will be recorded in school systems, and the form destroyed.