



Thameside Primary School: Safeguarding & Child Protection Policy

Approved by Governors: September 2023

Review date: September 2024



Thameside Primary School is a Rights Respecting School. 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 healthy.

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Key Changes:	<ul style="list-style-type: none"> • Checked links work • Updated national issues • Updated school issues ad EHCP data • Included an equality statement in the section about ‘children potentially at greater risk of harm’ • Insertion of ‘Volunteers will have safeguarding training and a follow up quiz as part of their induction.’ • All staff will be aware of ‘The process for reporting a problem with our online filtering and monitoring systems.’ • All staff will: ‘Report any concerns related to sexual abuse, no matter how low-level, and this report must be done immediately’ • All staff will: ‘Know that online monitoring and filtering systems provide a safe environment to learn and work by protecting pupils and staff from harmful and inappropriate content online. What’s seen to be harmful will depend on each pupil. As a result, all staff will monitor what children are looking at if they are using internet-enabled devices in school.’ • Updated names of DSLs and added Miss Roseaman • Updated role of DSL to include both on and off line in initial statement • Updated DSL in ‘training, knowledge and skills’ to include: Have a good understanding of the filtering and monitoring systems and processes in place at our school • Updated DSL training, knowledge & skills section in general to be more specific to current guidance • ‘Ensuring staff understand their expectations, roles and responsibilities around filtering and monitoring system is added to DSL training section • Added to recruitment section: ‘We inform shortlisted candidates that we conduct an online search as part of due diligence checks in the recruitment process.’ • Included about volunteers in DSL training requirements • Disclosures: ‘The opportunity to disclose new information is given annually via a Google Form: https://forms.gle/wBVRJfZaKBeFB9xY9’ • Multi-agency working: ‘The local authority carries out an annual safeguarding audit with its schools to support further improvement of safeguarding practices.’ • Opportunities to teach safeguarding: ‘In September 2023, we want to ensure that specific safeguarding matters such as extremism are addressed through our PSCH curriculum in an age appropriate way and this has formed part of our School Development Plan.’ • Added to EHE: ‘If the parent/carer of a child with an education, health and care (EHC) plan has expressed their intention to educate their child at home, local authorities will need to review the plan and work closely with parents/carers.’ • Included in reporting procedures: ‘If the school receives an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, the school follows our safeguarding policies and procedures and informs the local authority designated officer (LADO), as it would with any safeguarding allegation.’ • Example of what to do if child accesses unsuitable online material given on page 29 • Forced marriage update • Update to section on USE OF PREMISES FOR BEFORE AND AFTER SCHOOL ACTIVITIES and safeguarding checklists for providers who work with children. • Updates to role of governing body: • They review the DfE’s filtering and monitoring standards, and discuss with IT staff and service providers what needs to be done to support the school in meeting these standards • Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies • The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place • The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
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- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- **Also to role of governing body:** Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply
- Updated language to change 'children missing from education' to 'children who are absent from education'

CONTEXT OF THE SCHOOL WITH REGARD TO SAFEGUARDING

National issues

Frankie Thomas died at her home in Witley, Surrey, in September 2018. The 15-year-old's browsing history revealed she had been accessing self-harm images for months. The Coroner's inquest, which concluded in 2021, found that Frankie had accessed dangerous content containing descriptions of suicide and self-harm on a school laptop and iPad during school hours.

Local issues

Prevalent in Reading:

- Domestic abuse
- Female Genital Mutilation (FGM)
- Deaths from drug use
- County Lines (the organised criminal distribution of drugs from big cities to smaller towns and rural areas using children and vulnerable adults)

School issues

- Much higher than national percentage of children with EHC plans including for disabilities that mean the children may not be able to communicate any safeguarding concerns (10.1% in July 2023 compared to the national figure of 4%, January 2022 census)
- A number of children with parents who have been or who are currently in prison – research shows poor outcomes for these children

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

Searching, Screening and Confiscation	Including training on this area for staff on INSET day
FGM	See section in this policy Reference to Thameside's safeguarding toolkit re map of prevalent areas A reminder to teachers before summer holidays and on the weekly staff briefing sheet.
Deaths from Drug use	See Thameside bespoke Personal, Social, Health and Citizenship Education (PSCHE) policy re lifestyle choices
County Lines	Include in briefings where appropriate Parent workshops See bespoke PSCHE policy re life style choices Use of the county lines toolkit for professionals .



Domestic abuse	Family Hub lead trained in supporting families who have experienced domestic abuse Training for staff on domestic abuse
High % SEND, EHCPs and EAL	DSL and Assistant Head of Inclusion must have due regard to pupil voice when safeguarding concerns arise and should use drawing techniques as well as Symwriter when appropriate. Translators should also be used where appropriate – either internal or external
Children Missing in Education (CME)	Pay particular regard to Reading's CME policy. Teachers to be aware of and highlight children with high rates of absenteeism. Family Hub lead allocated to engagement of families we find harder to reach.
Parents in prison	Liaise with HT/ AHT / AHT of Inclusion / DHT/ Team leader / Family Hub lead re services that are available
Children accessing dangerous content online	Meeting the DfE's filtering and monitoring standards. Ensuring staff know the process for reporting a problem with our online filtering and monitoring systems. Acting immediately on these concerns.

AIMS

The aim of this Policy is to ensure that the school safeguards and promotes the welfare of children effectively, in accordance with the duties arising from Section 175 of the Education Act 2002, and key guidance issued by Department for Education: ***Keeping children safe in education- statutory guidance for schools and colleges. Revised Guidance 1st September 2023.***

LEGISLATION AND STATUTORY GUIDANCE

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2023\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some



pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

PRINCIPLES

At Thameside, we will continually foster a culture of safeguarding.

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.

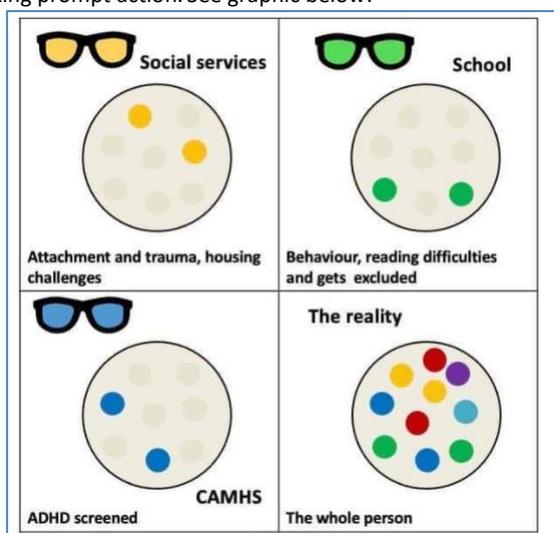
This school recognises its legal and ethical duty to promote the well-being of pupils at the school, protect them from harm, and take appropriate action where we have concerns. We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extra-curricular 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 works to provide an environment where parents and children feel free to talk about any concerns and 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.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments (contextual safeguarding). All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse, sexual exploitation, criminal exploitation, county lines and serious youth violence.

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. See graphic below:



Neurodiversity 101:
Which lens do you look through?



We can picture someone’s challenges like different balls in a bucket – with different colours representing different types of challenges (e.g. blue=ADHD traits; green= antisocial behaviour; yellow=trauma. The number of balls in a person’s bucket represents severity in that area. Professionals often look into the bucket wearing their own ‘professional lens’. We can be colour-blind to the balls that don’t relate to our profession. Looking at the whole allows us to consider cumulative adversity (now and in the past)



As a consequence, we

- will maintain an attitude of **'it could happen here'**
- assert that teachers and other members of staff (including supply teachers and volunteers) in the school are an integral part of the child safeguarding process;
- 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 supply teachers, volunteers, and the Governing body;
- will ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for co-ordinating action within the school and liaising with other agencies;
- will ensure that all members of staff, supply teachers 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 DSL, who will refer on to Children's Services in accordance with the BWSCP (Berkshire West Safeguarding Children Partnership)
- safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs
- will ensure that all staff are aware of the child protection procedures established by the BWSCP 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, supply teachers 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.

All members of staff (including supply teachers, 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.

CPOMS

What is CPOMS?

CPOMS (Child Protection Online Monitoring Service) is a software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. Working alongside our school's existing safeguarding processes; CPOMS is an intuitive system to help with the management of child protection, behavioural issues, bullying, special educational needs, domestic issues and much more. Using CPOMS can help ensure pupils are safe and fully supported, whilst school staff can focus on teaching and providing support instead of administration. Every member of staff across the school has an obligation to report any concerns that they may have. CPOMS allows us to record information in a central repository and have relevant people alerted immediately. Using CPOMS, Designated Safeguarding Leads (DSLs) are able to build a chronology around a specific pupil and can produce reports on whole school behaviour or safeguarding trends for Governors.

Staff should refer to pages 48-49 of the Staff Handbook 2022-23 for information on how we make good recordings using CPOMS at Thameside.

ROLES AND RESPONSIBILITIES

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, supply teachers, volunteers and governors in the school and is consistent with the procedures of our safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

ALL STAFF

All staff will be aware of:



- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the Behaviour Policy, and the safeguarding response to children who are absent from education.
- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
 - factors which may indicate a child may benefit from early help assessment include children with: health conditions, a mental health need, a family member in prison or affected by parental offending, a risk of honour-based abuse such as female genital mutilation (FGM) or forced marriage, and persistent absence from education (including absences for part of the day)
- The process for making referrals, via [Children's Single Point of Access](#), to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The process for reporting a problem with our online filtering and monitoring systems.
- The signs/indicators of different types of abuse and neglect, as well as specific safeguarding issues, such as: child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

All staff will:

- Reassure victims that they are being taken seriously and that they will be supported and kept safe. They shouldn't be given the impression they are creating a problem or made to feel ashamed for making a report
- Report any concerns related to sexual abuse, no matter how low-level, and this report must be done **immediately**. [BWSCP Child Sexual Abuse Webpage](#)
- Know that online monitoring and filtering systems provide a safe environment to learn and work by protecting pupils and staff from harmful and inappropriate content online. What's seen to be harmful will depend on each pupil. As a result, all staff will monitor what children are looking at if they are using internet-enabled devices in school.
- Understand that children might not be ready or know how to tell someone about abuse they've experienced
- Know that children might not recognise their experiences as harmful
- Be vigilant as multiple safeguarding issues will overlap with one another
- Be aware of the risk factors that increase the likelihood of involvement in serious violence
- Know that children who are (or who are perceived to be) lesbian, gay, bisexual, transgender or questioning (LGBT) can be targeted by other children
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns

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). The expectations of all staff (above) also apply to supply teachers.

VOLUNTEERS, VISITORS & CONTRACTORS

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

Where a parent or other visitor, volunteer or contractor 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 carry out a DBS check to ensure their suitability to work with children.

Where the school contracts outside providers e.g. Reading Play Rangers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider. If a contractor is self-employed then the school will obtain a DBS check.

Volunteers will have safeguarding training and a follow up quiz as part of their induction.

Volunteers, visitors and contractors will be given a leaflet entitled “*Safeguarding advice for staff, visitors and volunteers*”.

WORK EXPERIENCE

Children under the age of 16 on work experience will not be expected to provide an enhanced DBS check. An enhanced DBS check may be requested for children on work experience over the age of 16 depending on how long or how regular the placement is. This decision will be taken by the DSL and a risk assessment form must be completed. Children on work experience will only work under the direct supervision of a member of staff, and at no time have one to one contact with children.

STUDENTS

Students on placement must have an enhanced DBS check.

HEAD TEACHER

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary/supply staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Making sure the school's policies and procedures, particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage (EYFS) is assigned a key person, which is typically the class teacher. As stated in the [EYFS Statutory Framework 2021](#): ***‘the role of the key person is to help ensure that every child’s care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.’***

DESIGNATED SAFEGUARDING LEAD (DSL)

The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online. During term time, the DSL (or deputy DSL) will be available during school hours for staff to discuss any safeguarding concerns.

The designated senior member of staff (designated safeguarding lead) for child protection in this school is:

Mrs S Greenaway (Head teacher)

In her absence, these matters will be dealt with by the deputy safeguarding leads:



Mrs I Burton (Deputy head teacher)
Miss C Calvert (Assistant Head)
Miss C Harkins (Assistant Head of Inclusion)
Miss Roseaman (Family Hub lead)

The DSL is to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school

The DSL will also:

- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The DSL is to managing **training** by:

- Ensuring own training is refreshed every 2 years
- Understanding assessment process for early help and intervention (using [Reading's Threshold Guidance](#))
- Ensuring staff members and volunteers undergo child protection training that is regularly updated
- 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 the school's child protection policy and procedures and that they alert the DSL (Designated Safeguarding Lead) immediately on concerns
- Being alert to children's needs
- Keeping accurate records of concerns, follow ups, resolutions, referrals and any other actions taken using CPOMS (our Child Protection Online Management System),
- 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 2023 at induction or at the beginning of the academic year (and will be expected to demonstrate their understanding through a quiz)
- Ensuring staff understand their expectations, roles and responsibilities around filtering and monitoring systems

Please note both Keeping Children Safe In Education (KCSIE) 2023 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).

The DSL is to raise awareness by:

- Ensuring the school's safeguarding policy and child protection procedures are known, understood and used appropriately;
- Ensuring the school's safeguarding policy and child protection procedures are reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and working with the governing body regarding this;



- Ensuring 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; and
- Linking with the local BWSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding

The DSL will also manage the use of the CPOMS programme to record concerns and incidents.

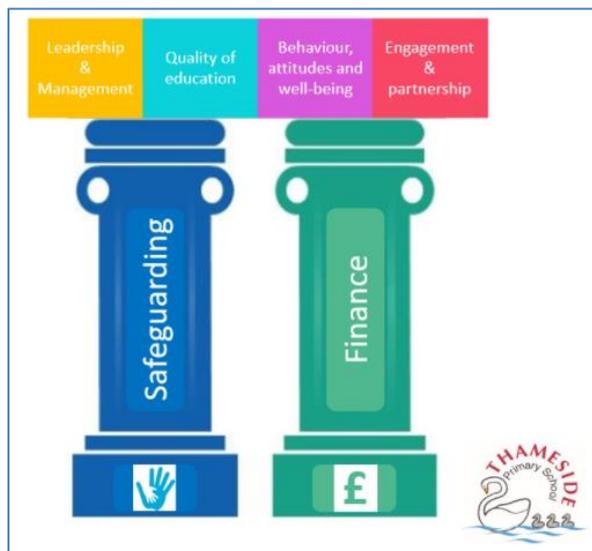
Additional responsibilities of the DSL:

- Take the lead responsibility with regards to online safety safeguarding and child protection matters
- Work with the mental health leads where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and carers
- Promote educational outcomes of children in need by knowing and helping to address issues they're experiencing or have experienced, by:
 - Ensuring the school knows who in its cohort of children currently need a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort. At Thameside we keep a 'Vulnerable Children register' to support this responsibility.
 - Supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising the lasting impact there can be on children's educational outcomes
- To work with 'relevant strategic leads'
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

Information sharing responsibilities of the DSL:

- Understanding the importance of information sharing with other schools on transfer, including in-year transfers and between primary and secondary education
- Ensuring information in child protection files is kept confidential and stored securely
- Ensuring that the child protection file should be transferred to a new school or college within 5 days for an in-year transfer or within first 5 days of the start of a new term

GOVERNING BODY



Underpinning the Governing Body's strategic priorities are the two pillars of finance and:

Safeguarding - an absolute foundation for the school where the emphasis has been and continues to be delivering a safe, supportive and secure learning environment for staff, pupils, parents and visitors to the school. A place where all staff are vigilant and confident in dealing with all safeguarding issues.



Safeguarding and child protection are "at the forefront" and underpin all relevant aspects of process and policy development. The governing board will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.

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 governing board will appoint a designated governor to monitor the effectiveness of this policy.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

All governors will read Part 1 of Keeping Children Safe in Education and take the quiz. Safeguarding governors will read the entire document.

The governing board will be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements.

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, supply teachers and volunteers
- The school follows the procedures agreed by the BWSCP 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
- Where necessary, teaching about safeguarding, including online safety, is adapted for vulnerable children, victims of abuse and some SEND
- They review the [DfE's filtering and monitoring standards](#), and discuss with IT staff and service providers what needs to be done to support the school in meeting these standards
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply



DESIGNATED SAFEGUARDING GOVERNOR

The Designated Governor for Safeguarding at this school is:

Dr Jo Cordy
(who can be contacted via the school office)
In her absence, these matters will be dealt with by
Dr E. McCrum (Chair)

Key responsibilities

- Keeping up to date with statutory guidance relating to safeguarding and child protection and any advice issued by the local safeguarding children board (LSCB);
- Attending training for safeguarding link governors;
- Ensuring the governing board has suitable and up-to-date policies for: child protection; staff code of conduct/staff behaviour; handling allegations against staff and volunteers;
- Carrying out a regular safeguarding audit; which includes making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
- Ensuring the school has appropriate safeguarding responses to children who are absent from education, to help identify the risk of abuse and neglect and help prevent further incidents;
- Ensuring the school has appropriate online filters and monitoring systems in place;
- Reporting back to the full governing board about safeguarding issues and developments and encouraging other members of the board to develop their understanding of their safeguarding responsibilities;
- Making sure the school has appointed a designated safeguarding lead (DSL) and appropriate deputies;
- Making sure the school has appointed a designated teacher to promote the educational achievement of Children who are Looked After (CLA), and that this person has appropriate training;
- Taking oversight, on behalf of the GB, of issues pertaining to CLA including monitoring attainment and progression data;
- Meeting regularly with the DSL to monitor that the school's policy and procedures are effective and all staff, governors and volunteers have had the appropriate level of training (as applicable);
- Making sure the DSL has sufficient time, resources and training to carry out their role effectively;
- Ensuring the curriculum covers safeguarding, including online safety;
- Monitoring the single central record (SCR) alongside the DSL to ensure the school carries out the appropriate recruitment checks;
- Taking a lead, on behalf of the GB, on Behaviour, including Therapeutic Approaches.

LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

In order to manage allegations against child care professionals, every Local Authority appoints a Local Authority Designated Officer (LADO). The LADO should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child, or
- behaved towards a child or children in a way that indicates s/he may pose a risk to children.

In this context, the term "professional" includes paid employees, volunteers, casual/agency staff and self-employed workers who will have contact with children as a part of their role. The LADO ensures that all allegations or concerns about professionals or adults working or volunteering with children are recorded appropriately, monitored and progressed in a timely and confidential way. The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO provides advice and guidance to employers and voluntary organisations, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

In Reading the LADO contact information is:

- 0118 937 2684



- LADO@brighterfuturesforchildren.org

For additional information, visit:

<https://www.berkshirerwestsafeguardingchildrenpartnership.org.uk/scp/reading/concerned-about-an-adult-working-with-children-2>

MULTI-AGENCY WORKING & SAFEGUARDING PARTNERS

Locally, the three safeguarding partners

- the local authority;
- a clinical commissioning group for an area within the local authority;
- and the chief officer of police for an area (any part of which falls

within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role they must set out how they will work together and with any relevant agencies.

The local authority carries out an annual safeguarding audit with its schools to support further improvement of safeguarding practices.

Safeguarding partners are expected to ensure schools are **“fully engaged, involved and included in the new safeguarding arrangements”** (DfE, 2020) and it is expected that they will name schools and colleges as relevant agencies and - if named - schools will have a statutory duty to cooperate with the published arrangements.

Berkshire West Safeguarding Children Partnership (BWSCP) Procedures Manual

<https://proceduresonline.com/berks/reading/contents.html>

In their online Procedures Manual, the BWSCP is clear that anyone who has concerns about a child's welfare should make a referral to Children's social care to seek advice and guidance. Referrals can be made by the child themselves, professionals such as teachers, the police, GPs and health visitors, staff from private or voluntary sector organisations as well as family members and members of the public.

Children's Social Care has the responsibility to clarify with the referrer the nature of the concerns and how and why they have arisen, and to determine the outcome agreed alongside the original referrer.

The local Threshold Criteria is the guidance that underpins this decision making. **Click [here](#) for Local information.** It states that the child must be seen by a qualified social worker within **24 hours** if there are child protection concerns and as soon as possible for children in need concerns. In all cases the child's needs and safety remain paramount at all times.

OFSTED

Since September 2019, Ofsted's inspections of early years, schools and post-16 provision are carried out under: [Ofsted's Education Inspection Framework](#). Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective. In addition to the framework and inspections handbooks, Ofsted publishes specific guidance to inspectors on inspecting safeguarding: [inspecting safeguarding in early years, education and skills settings](#).

OPPORTUNITIES TO TEACH SAFEGUARDING

Thameside Primary considers opportunities for teaching safeguarding as part of our broad and balanced curriculum. This is primarily covered through our Relationships and Sex Education and E-Safety computing lessons (as detailed in Appendix 2).



Relationships Education (for all primary pupils) and Relationships and Sex Education (for all Secondary pupils) and Health Education (for all pupils in state funded schools) is now mandatory.

In September 2023, we want to ensure that specific safeguarding matters such as extremism are addressed through our PSCHÉ curriculum in an age appropriate way and this has formed part of our School Development Plan.

The statutory guidance can be found here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

RECRUITMENT

Our recruitment procedures are designed to help deter, reject or identify people who may abuse children. 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”, April 2012 and “Keeping children safe in education”, September 2023 so that we ensure that:

- 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 are stored in a Single Central Register which is checked on a termly basis by the safeguarding governor
- CVs will only be accepted alongside a full application form and are not sufficient on their own
- References are on headed paper and may be followed up with a telephone call or personal contact during which we will discuss the applicant’s suitability to work with vulnerable children
- We verify a candidates identity¹
- We obtain a certificate for an enhanced DBS check which will include barred list information
- We obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- We verify the person’s right to work in the UK
- If the person has lived or worked outside the UK, we will make any further checks the school considers appropriate
- We verify professional qualifications but know that holding a teaching qualification does not guarantee that the individual is suitable to work with children
- Governors and managers have a section 128 check
- That the candidate satisfies conditions as to health and physical capacity
- We test candidates’ knowledge and aptitude of safeguarding as part of the interview process
- That previous employment history is examined and any gaps accounted for
- We inform shortlisted candidates that we conduct an online search as part of due diligence checks in the recruitment process (see below for how the school does this).

Please also see Thameside’s RBC Model [‘Safer Recruitment Policy’](#).

ONLINE CHECKS ON JOB APPLICANTS

In the recent 2022 update to Keeping Children Safe in Education (KCSIE), guidance has been updated on pre-recruitment checks which indicate that schools can carry out online searches for prospective employees.

The guidance states (at section 220): -

“In addition, as part of the shortlisting process schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.”

To do these checks appropriately, without breaching data protection laws, the school will:

¹ Identification checking guidelines GOV.UK website



- Ensure that whatever we search is necessary for the purpose and not excessive - for example if the candidate has different political opinions to the interviewer, this may not be relevant to their job role.
- Ensure that we remember that there is a difference between private life and professional life. The school will only use information they find out which might be relevant to the job role. For example, if there is a news article about a road traffic incident and a potential candidate was mentioned in this, it may not necessarily be relevant to their potential job role.
- Carry out online searches as part of pre-employment checks, as opposed to the interview stage. Although KCSIE suggests carrying out the online searches prior to interview, Judicum (our Data Protection Officer) would recommend that this is done at the stage when the school offers the candidate a job. This is to minimise the number of individuals searched, limit suggestions of bias and strengthen the rationale to carry out the search as we have agreed for them to take the post.
- Treat all candidates equally and will search all candidates offered posts, not just some.
- State that we search online content in our privacy notice for job applicants.
- Be transparent with candidates before searching - seek permission from candidates at the point of job offer to carry out online searches using this wording, as suggested by Judicum (our Data Protection Officer):-

Online search

As part of our continuing safeguarding obligations, we will also carry out online searches on you as part of due diligence. In doing this, we will only be looking at information which might potentially impact your ability to carry out the role, and we recognise that there is a difference between your public and private life. We would like to make you aware that searching an individual's name will often bring up their social media channels.

We will carry out this search only at the point of job offer.

If you have any objections to us carrying out online searches, including social media channels, please do denote this below leaving comments below as to your reasons for doing so. We can then consider this as part of the process: -

I do not wish for you to carry out an online search on me as part of the application process.

Please provide details:

DISQUALIFICATION BY ASSOCIATION

Under the 2018 Regulations, schools are no longer required to establish whether a member of staff providing, or employed to work in, childcare is disqualified **by association**. Regulation 9 does not apply to staff in a relevant school setting; disqualification by association is only relevant where childcare is provided in domestic settings (e.g. where childminding is provided in the home) or under registration on domestic premises. Accordingly, schools should not ask their staff questions about cautions or convictions of someone living or working in their household.

A self-declaration form (**APPENDIX 1**) will be completed on appointment only rather than as an annual check – on signing the form the employee agrees they will disclose any new information in the future. The opportunity to disclose new information is given annually via a Google Form: <https://forms.gle/wBVRJfZaKBeFB9xY9>

The date of the check, whether there are any risk management adjustments made, and whether an Ofsted waiver is in place will be recorded on the single central register and, in line with GDPR the form will be destroyed.

CHILDREN MISSING IN EDUCATION (CME)

The Local Authority have [CME Policy and Procedures](#) in place for schools.

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 who is absent from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for dealing with children who are absent 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 (EWO).

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 [Children Missing Education](#) guidance

ELECTIVE HOME EDUCATION (EHE)

Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, it is recommended that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible.

Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child.

This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.



If the parent/carer of a child with an education, health and care (EHC) plan has expressed their intention to educate their child at home, local authorities will need to review the plan and work closely with parents/carers.

CHILD ABDUCTION & COMMUNITY SAFETY INCIDENTS

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Thameside provides outdoor-safety lessons run by teachers or by local police staff as part of our bespoke PSCE curriculum. Our lessons focus on building children's confidence and abilities, rather than simply warning them about all strangers. Thameside also has its own 'Traveling to and from school alone policy' which is downloadable from the [school website](#).

CHILD SEXUAL EXPLOITATION

This could happen in Primary School and is a form of child sexual abuse.

Child sexual exploitation (CSE) involves physical contact and non-contact activities such as: exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse and that some children may not realise they've been exploited (e.g. they believe they're in a romantic relationship).

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late :and
- Children who regularly miss school or education or do not take part in education

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

CHILD CRIMINAL EXPLOITATION

This could happen in Primary School.

The UK Government defines county lines as: County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will



often use coercion, intimidation, violence (including sexual violence) and weapons. It can include vehicle crime and threatening/committing serious violence.

Children involved in criminal exploitation need to be treated as victims themselves (particularly older children), even though they may commit crimes themselves. Girls are at risk of criminal exploitation too, even though their experience may be different.

Signs of Child Criminal Exploitation (CCE), specifically county lines:

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly disheveled
- Having hotel cards or keys to unknown places
- Children may become trapped as they or their families may be threatened with violence and they may be coerced or entrapped into debt or into carrying weapons. They may carry weapons as a form of protection

Informed by: [Criminal exploitation of children and vulnerable adults: county lines](#)

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

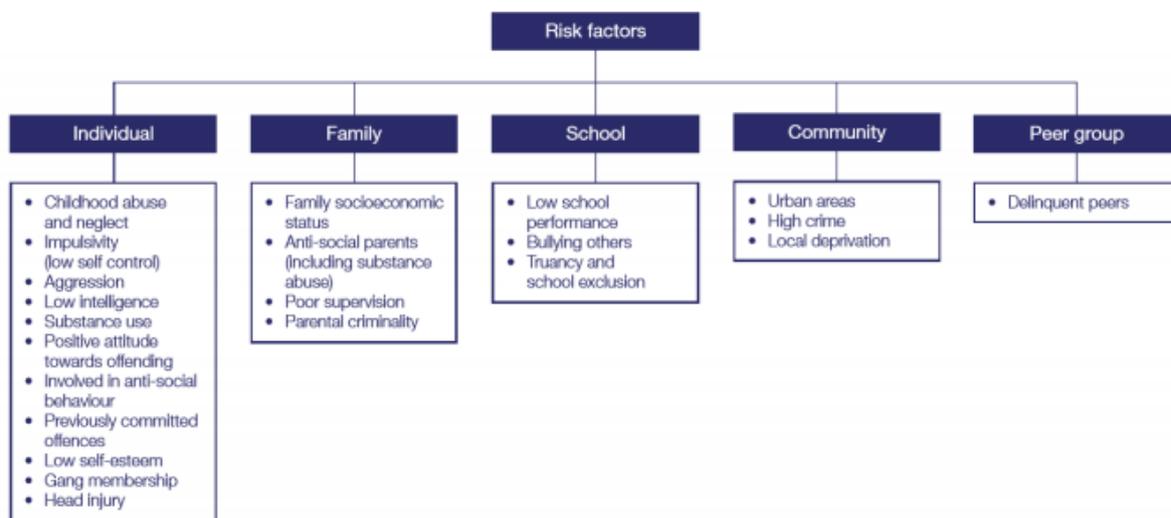
SERIOUS VIOLENT CRIME

"All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs" (DfE, 2020, paragraph 31)

What school and college staff need to know:

"All staff should be aware of the associated risks and understand the measures in place to measure these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: county lines guidance." (DfE, 2020, paragraph 32)

Identified risk factors for serious violence, including knife crime:



Source: [An analysis of indicators of serious violence, DfE July 2019](#)

PROTECTING PUPILS FROM HARM THAT IS LINKED TO CULTURE, FAITH OR BELIEFS

Protecting some pupils from abuse may require a better understanding of their families' faith, culture or belief to appreciate risk factors, recognise signs of abuse, and improve confidence in challenging practice which may be putting a child at risk of harm. Some parent/s or carers may have a perspective on child rearing practices underpinned by culture or faith which are not in line with UK law and cultural norms, and they may put their child at risk of harm.

Not all practices related to culture, faith and beliefs are harmful, but there are some known practices involving children which are unsafe and in some cases against the law in the UK.

These include:

- * branding a child as a witch
- * breast ironing
- * child trafficking
- * cupping therapy
- * female genital mutilation
- * forced marriage,
- * honour based abuse,
- * harsh forms of physical chastisements,
- * scaring initiations,
- * certain healing practices and ritual practices.

Practices such as these can cause emotional, psychological and physical harm and in the worst cases death.

Culture, faith, belief or tradition is no excuse for harming a child and is condemned by people of all communities. Child abuse is never acceptable wherever it occurs and whatever form it takes.

School ethos, policy and training

All schools should have robust child protection policies and procedures in place that are read and understood by all members of staff. The school should also create an ethos and culture that encourages children to speak to a member of staff if they are worried about anything. Displaying posters that advertise helplines for children such as ChildLine are also a good way of encouraging children to seek help if they have a problem. Teachers should also be encouraged to develop or enhance their cultural competency. This can be achieved by understanding the underlying principles of good child protection practice and applying them with knowledge and understanding of a student's specific circumstances relating to their family's culture and faith. It is important that all school staff attend child protection training to help them identify signs of abuse and act quickly.



LSCBs and specialist organisations can often provide information, resources or access to training to help teachers develop their skills and knowledge when working with children who are living in circumstances which appear to be complex because their family's faith and culture, and possibly recent migration history.

Preventative education

Schools can invite faith and community leaders to lessons or assemblies to raise children's understanding about faith, culture and safeguarding. Specific cultures should not be targeted in lessons, rather the general issue of children's rights which can be covered in citizenship lessons and the importance of emotional and physical wellbeing which can be covered in PSHE lessons.

Response and action to take on suspicions or disclosures

It must be stressed that being sensitive to the family's culture, faith and beliefs is important, but teachers need to be prepared to challenge views and actions which expose children to harm. Teachers should feel able to question the parent or carer's practice or interpretation of their faith or belief system if it impacts on the wellbeing of their students.

If a student reports that they fear for themselves because of the behaviour of a family member, ensure that they are listened to, follow the school's procedure for referrals and do not contact the pupil's parents/ carers if it is felt that this would put the pupil at risk of at further harm.

MODERN SLAVERY

Modern Slavery and the National Referral Mechanism Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the [Modern Slavery Statutory Guidance](#).

CYBERCRIME

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the [Cyber Choices programme](#). This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.



HONOUR BASED ABUSE (HBA)

Honour based abuse is a crime (often violent) or incident which may have been committed to protect or defend the honour of the family or community. HBA includes FGM and Forced Marriage.



It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

Women and girls are the most common victims of honour based abuse however it can also affect men and boys. Crimes of 'honour' do not always include violence, which is why it is now termed 'abuse'.

Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage (see below)
- being held against your will or taken somewhere you don't want to go
- assault

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

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 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions

Staff should discuss concerns or disclosures related to FGM with the school's DSL.

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 and the DSL will support staff to do so. The school will also activate local safeguarding procedures by reporting any concerns through CSPoA which is the existing national and local protocol for multi-agency liaison with police and children's social care.

Mandatory Reporting Duty

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



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

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.

Since February 2023, it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

Government guidance on [forced marriage](#).

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

Email fmu@fco.gov.uk

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

DOMESTIC ABUSE (DA)

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

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. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Children who witness or experience the effects of DA (in a family, an institution or community setting by those known to them or by others) are classed as victims.

[Operation Encompass](#) operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police aim to inform the DSL in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at: [NSPCC-UK domestic-abuse Signs Symptoms Effects](#)

CHILD TRAFFICKING

Child trafficking is the recruitment and movement of children for the purpose of exploitation. It is a form of child abuse. Identifying if a child has been trafficked is not easy. Trafficked children are often hidden; they may be scared or unaware that they have been trafficked.

There is a wide variety of reasons why children are trafficked to the UK, including:

- * sexual exploitation work or labour exploitation
- * domestic servitude in private homes criminal activity



- * drugs trafficking
- * illegal inter-country adoption forced marriage
- * removal of organs.

Traffickers can be parents, family members, organised gangs or individuals – they can be men or women.

What are schools' legal responsibilities?

Schools' legal responsibilities are outlined in 'Safeguarding Children who may have been trafficked' (2011). Schools should also refer to department of Education Statutory Guidance '[Children Missing in Education](#)' (2016)

School ethos, policy and training

Schools should create an ethos that encourages all staff to feel confident in expressing concerns about a child having been subjected to possible trafficking, no matter how far-fetched they may believe this is. Concerns of this nature are regarded as child abuse and the school's child protection procedures should be followed in all cases.

Identifying child trafficking

Children trafficked into the country may be registered at a school for a term or so, before being moved to another part of the UK or abroad again. Schools therefore need to be alert to this pattern of registration and de-registration. This pattern has been identified in schools near ports however it could happen anywhere in the UK.

Schools need to be alert to the possibility that a child who goes missing from school, may be, or have been, a trafficked child, who is living with or is running away from an exploitative situation.

Victims of trafficking may find it difficult to speak out because:

- * English is not their first language
- * They are frightened of their abusers or of retribution
- * They are frightened or suspicious of adults who are trying to help them
- * They fear for their immigration status or fear getting a criminal record
- * They may not see themselves as victims
- * They have a false sense of loyalty to their abuser, including a sense of respect for elders and not wanting to get them into trouble.

Signs and indicators in a school setting

It can be difficult to identify a trafficked child, but the following are possible indicators:

- * children have no documents when registering with school (birth certificate or passport)
- * it is unclear who the child lives with or the relationship between the child and carer is unclear
- * the adult speaks for the child
- * children look intimidated and behave in a way that does not correspond with behaviour typical of children their age
- * children and young people being overly tired in school
- * not being registered with a school or a GP practice, or appearing to change school and GP frequently
- * symptoms of STIs or pregnancy, signs of sexual or physical assault, poor dental health
- * poor school attendance with no or vague explanation/s given for absences
- * receiving repeated unexplained or unidentified phone calls
- * seen entering or leaving vehicles driven by unknown adults
- * possesses money or goods not accounted for
- * having a history with gaps and unexplained moves or going missing for periods
- * having what appears to be a prepared story, which lacks credibility.

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.



• **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. (As defined in the Government’s Counter Extremism Strategy)

• **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. (As defined in the Revised Prevent Duty Guidance for England and Wales)

• **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. (As defined in the Terrorism Act 2000 or TACT 2000)

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

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. Preventative education by ensuring that the components of British Values are addressed implicitly and explicitly throughout the curriculum, alongside RSE and PSHE lessons, and other aspects of provision (cross reference to [British Values at Thameside](#) document). Work is also being carried out by the school this year to ensure that extremism (at an age appropriate level) is covered in our curriculum.
2. Know how to respond when children or young people show indications that they are vulnerable to risk
3. 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

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations



The Prevent Duty has four general themes:

1. Risk Assessment

This relates to the context of the school's geographical area. This school draws from a diverse catchment area. Within the context of England, Reading is considered a tier 3 priority area with tier 1 being the highest threat level and tier 3 the lowest.

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

See Channel section below.

2. Working in Partnership

Policies will take into account the policies and procedures of the Berkshire West Safeguarding Children Partnership (BWSCP)

3. Training

The Headteacher will ensure staff and governors are up-to-date with their Prevent training.

Channel on line training has been used and all new staff will be expected to do this training as part of their induction:

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

4. ICT policies

Please cross reference to Thameside's 'E-safety Policy', the E-Learning & Distance Learning policy, the 'Image Use Policy' and the [e-safety](#) section of the school website.

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 or college 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.

Channel Guidance is available [here](#).

Additional support & training

The department has published further advice for schools on the [Prevent duty](#) (June 2015). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- [Prevent awareness](#) e-learning offers an introduction to the Prevent duty and is taken by all staff and governors at Thameside.
- [Prevent referrals](#) e-learning supports staff to make Prevent referrals that are robust, informed and with good intention and is taken by the DSLs at Thameside.



[Educate Against Hate](#), is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

E SAFETY

It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and Headteachers should ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support governing bodies, the Headteacher and Computing Lead to keep children safe online (including when they are online at home) is provided in Part 2 of KCSIE.

Where children are being asked to learn online at home, the Department has provided advice to support schools and colleges do so safely: [safeguarding in schools colleges and other providers](#) and [safeguarding and remote education](#).

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:
- **Contact:** being subjected to harmful online interaction with other users: and
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm
- **Commerce:** which covers risks such as gambling, phishing

The school has a risk assessment in place that considers and reflects the risks our pupils face in working at home at any point in the academic year.

Children at this school are taught how to manage:

- Cyber bullying
- Online privacy and personal information
- Reputation management and 'digital footprint'
- Nudes (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 and platforms with a 13+ age limit

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 PSCH curriculum, through SMSC, through the explicit teaching of the school values of Belonging, Resilience, Assurance, Independence and Integrity, and No Limits as well as through the explicit teaching of British Values.

As outlined in the DfE's new online safety guidance [Teaching Online Safety in School](#), APPENDIX 2 demonstrates how the school's Purple Mash computing curriculum and bespoke PSCH curriculum teach the skills and understanding that children should have the opportunity to develop at different stages to stay safe and behave online.

This school has an appropriate level of security, monitoring and filters in place – we use Protex/RMSafetyNet which is SEGL compliant. If you are concerned about an e-safety safeguarding matter please use the reporting form in the safeguarding toolkit, complete a report on CPOMS and pass the master copy to the DSL.

All staff and governors are expected to do annual [online e-safety training](#).

The school make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.

The school carries out an annual review of our approach to online safety that considers and reflects the risks faced by our school community: <https://national.lgfl.net/digisafe/onlinesafetyaudit>



Useful resources:

[South West Grid for Learning](#) is a charity that provides support regarding abuse and technology.

LGFL "[Undressed](#)" - a website that features a video and song that schools can use to teach young children about the risk of being tricked into getting undressed online.

Please cross reference this section with the Thameside Primary School 'e-safety policy', the E-Learning & Distance Learning policy, Image Use policy (all downloadable [here](#)) and the [E safety section](#) of the school website.

SEARCHING PHONES

Staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#) .

To comply with this guidance, at Thameside:

- Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search.
- Staff are aware that electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.
- If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and we will follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#).

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 both on and off-line, and confidentiality issues. They are expected to read KCSIE Part 1 and take the quiz. Although since 2022, KCSIE states that staff who don't work directly with children on a regular basis can read a condensed version of part 1 (annex A), we have decided at Thameside that it is safer for our school community for all staff to continue to read the full version of Part 1.

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. They will also be trained in how to use our reporting software known as CPOMS (child protection online management system).

The school's Senior Mental Health Lead (SMHL) is the headteacher.

Volunteers and supply teachers must be given the [safeguarding leaflet](#).

All staff, volunteers and governors will be expected to attend training, as part of their induction process, 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.

See also Prevent/ Channel training referenced above.



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 DSL, who will refer the matter to the relevant Local Authority.

To this end, all staff including volunteers and supply teachers 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, or
- where a child or young person 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 Person (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 BWSCP.

Summary of reporting procedures at Thameside

Concern about a colleague or line manager	Concern about the Headteacher	Further concerns
Report to the Headteacher <i>(see the Thameside Whistleblowing Policy)</i>	Report to the Chair of Governors <i>(see the Thameside Whistleblowing Policy)</i>	Report to the LADO <i>(see the Thameside Whistleblowing Policy)</i>

If the school receives an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, the school follows our safeguarding policies and procedures and informs the local authority designated officer (LADO), as it would with any safeguarding allegation.

Example concerns about a child	TA / LSS / Admin	Teacher
No breakfast Parent late collecting every day A change in behaviour	Ask teacher to record on CPOMS for attention of DSL	Record concern on CPOMS
Parent or carer turns up to school to collect their child under the influence of drugs or alcohol	Detain child and report to DSL in person without delay	Detain child and report to DSL in person without delay
Child accesses unsuitable material in a lesson	*Record what the problem is & which device on an 'e-safety incident form' (item 3 in safeguarding toolkit on common) *Seek DSL – give them the form *DSL to carry out all actions required & record on CPOMS under correct category	*Record what the problem is & which device on an 'e-safety incident form' (item 3 in safeguarding toolkit on common) *Seek DSL – give them the form *DSL to carry out all actions required & record on CPOMS under correct category
Bruise or child reports they have been hit by a parent (red alert)	Report in person to DSL without delay	Report in person to DSL without delay

In all cases, the DSL will decide on the appropriate action to take, following advice from the LADO or Children's Single Point of Access (CSPoA) as required.



Outcomes for children and families may include:

- Managing internally with support from our [Family Hub](#) lead, for example
- Early help assessment
- Referral to children's social care
- Reporting to the police

Low Level Concerns/Early intervention

Any concerns which do not meet the harm threshold (referred to in KCSIE as 'low level' concerns) will be referred by DSLs to the One Reading Partnership Hub onereading@brighterfuturesforchildren.org to discuss possible support.

BEHAVIOUR

Because of the link between abuse and some types of 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 and behaviour will be monitored using CPOMS.

Please also see our [SEMHD & Wellbeing Policy](#).

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:

- 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
- Touch and Physical Intervention
- Code of Conduct for Staff
- Medical Conditions
- Health and Safety
- E Safety
- E-learning & Distance Learning
- Lone Working
- Intimate care
- British Values at Thameside
- Child-on-child abuse and managing allegations
- **Social and Emotional Aspects of Learning** - Personal, Social, Health and Citizenship Education; Relationships and Sex Education; Drug Education; child protection issues will be addressed through the curriculum as appropriate
- **Bullying**; the school will also ensure that all bullying (including bullying on the grounds of age, disability, gender identity, ethnicity or nationality, religion or belief, sex or sexual orientation) 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. Please refer to our '[Anti-Bullying & Anti-Racist Policies](#)'.



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 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 will ask parents not to put photos of other children on social networking sites.

See [Image Use policy](#).

CONFIDENTIALITY

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

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

All child protection records will be kept separately from the child's main file; the Designated Person 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.

See [Data Protection Policy](#) and [Confidentiality Policy](#).

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, **either on or offline**, and fails to act in accordance with this Policy and the BWSCP procedures, 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.

Thameside Chair of Governors
Dr Elizabeth McCrum
Contact via the school office on 0118 937 5551
or via email at
chair@thameside.reading.sch.uk

PHYSICAL CONTACT & RESTRAINT

Thameside Primary School has a [Touch Policy](#).

Members of staff may have to make physical interventions with pupils; generally, this should be avoided unless:

- It is written in a child's Touch Plan
- It is necessary to protect the child, or another person, from immediate danger, or
- Where the member of staff has received suitable training (team teach)

Any such incident should be recorded on CPOMS and written up in full in the Bound and Numbered Book and be reported on CPOMS.

Reducing need for restraint & restrictive intervention

For information about how to support children with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention can be found at [Reducing the need for restraint and restrictive intervention](#).

HARMFUL SEXUAL BEHAVIOUR (HSB)

What is harmful sexual behaviour?

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive (derived from Hackett, 2014). It may also be referred to as sexually harmful behaviour or sexualised behaviour.

HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards.

Technology assisted HSB

Technology assisted HSB (TA-HSB) is sexualised behaviour which children or young people engage in using the internet or technology such as mobile phones. This might include:

- viewing pornography (including extreme pornography or viewing indecent images of children)
- sexting (Hollis and Belton, 2017).

Recognising harmful sexual behaviour

Signs and indicators

Children and young people demonstrate a range of sexual behaviours as they grow up, and this is not always harmful. Sexualised behaviour sits on a continuum with five stages:

- **appropriate** – the type of sexual behaviour that is considered 'appropriate' for a particular child depends on their age and level of development
- **inappropriate** – this may be displayed in isolated incidents, but is generally consensual and acceptable within a peer group
- **problematic** – this may be socially unexpected, developmentally unusual, and impulsive, but have no element of victimisation



- **abusive** – this often involves manipulation, coercion, or lack of consent
- **violent** – this is very intrusive and may have an element of sadism (Hackett, 2010).

A child's behaviour can change depending on the circumstances they are in, and sexual behaviour can move in either direction along the continuum. So it's important not to label all of a child's behaviour as belonging to one category.

Deciding if behaviours are healthy or age-appropriate

It's not always easy to distinguish whether a behaviour is healthy or age-appropriate.

[Find out more about developmentally healthy stages of sexual behaviour](#)

The Marie Collins Foundation is a harmful-sexual-behaviour support service

CHILD-ON-CHILD SEXUAL ABUSE

Sometimes children may display behaviour which is sexually abusive towards another child. This is referred to as child-on-child sexual abuse.

Risks and vulnerability factors

1. Experience of abuse and neglect

Many children and young people who display HSB have experienced abuse or trauma (Hackett et al, 2013). Children who have been sexually abused may not know that what has happened to them is wrong. This can lead to them displaying harmful sexual behaviours towards others (Ringrose et al, 2012).

2. Complex needs

Children and young people who display HSB may have complex needs and may display other behavioural problems alongside their HSB (Hollis, 2017).

For example, children who display harmful sexual behaviour may:

- have poor self-regulation and coping skills
- experience social anxiety and a sense of social inadequacy
- have poorly internalised rules for social behaviour
- have a poorly developed sense of morality
- lack secure and confident attachments to others
- have limited self-control and act out emotional experiences through negative or otherwise inappropriate behaviour
- have little insight into the feelings and needs of others or their own mental states
- place their own needs and feelings ahead of the needs and feelings of others
- show a poorly defined sense of personal boundaries
- have developed strong and not easily corrected cognitive distortions about others, themselves, and the world they share
- have deficits in social skills and in social competence overall



PREVENTING HARMFUL SEXUAL BEHAVIOUR

Teaching children about healthy relationships

Society and culture have a big impact on what children think about sex and sexuality. What they see and read on television, the internet and in other media can reinforce these ideas and can contribute to children and young people becoming sexualised early on in their lives – or may normalise non-consensual sexual activities. Schools have an important role in challenging these ideas and teaching children about healthy relationships and behaviours (Champion, 2016; House of Commons Women and Equalities Committee, 2016). Thameside Primary promotes healthy relationships through its bespoke PSCHE curriculum, for example.

Giving children a voice

It's vital to build safe and trusting relationships with children so they can speak out about any problems they are experiencing. This involves teaching children what abuse is and how they can get help. At Thameside, we have worry and happy boxes in our classrooms with inclusive slips or methods (such as faces on lolly sticks) for children to let us know that they'd like to talk. We also have an online worry box which the children can access from the school website [here](#).



(source: Thameside's Safeguarding Leaflet for children)

ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN

Staff should recognise that children are capable of abusing their peers. Please see our [Child-on-child Abuse & Managing Allegations Policy](#) on managing allegations by other pupils.

Abuse is abuse and will not be tolerated.

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Thameside is aware that certain factors increase vulnerability or potential vulnerability to abuse from their peers such as:

- mental ill health
- domestic abuse
- children with additional needs
- children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).

What is 'sexting'?

The consensual and non-consensual sharing of nudes and semi-nudes images and or videos is also known as sexting or youth produced sexual imagery.

'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

What to do if an incident involving 'sexting' or sharing of nudes or semi-nudes comes to your attention



Report it to your Designated Safeguarding Lead (DSL) immediately.

- Never view, download or share 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.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident to 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.

If a 'sexting' incident comes to your attention, report it to the DSL without delay.

For more information, please see [Sexting advice for schools](#) published by The UK Council for Child Internet Safety (UKCCIS) Education Group.

WHAT IS CHILD-ON-CHILD SEXUAL VIOLENCE AND HARASSMENT?

All staff need to maintain an attitude of "it could happen here" and it can take place inside or outside of school and online.

Addressing inappropriate behaviour can help prevent abusive/violent behaviour.

Victims of this abuse will likely find the experience distressing, which can affect their progress in school, this can be made worse if the alleged perpetrator(s) attends the same school.

Staff should be aware that girls are more likely to be victims and boys are more likely to be the perpetrators.

Sexual violence and harassment could be done by a group (perpetrators), not just an individual (perpetrator).

SEXUAL VIOLENCE: It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003: rape, assault by penetration and sexual assault.

What is consent? Consent is about having the freedom and capacity to choose. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

SEXUAL HARASSMENT: Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline in the context of child on child sexual harassment.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;



- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats; and
- upskirting.

What is upskirting?

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Support for victims

KCSIE 2023 references a video on supporting children who are victims of sexual abuse: <https://www.csacentre.org.uk/knowledge-in-practice/practice-improvement/supporting-practice-in-tackling-child-sexual-abuse/>

DfE has also worked with the NSPCC to set up a dedicated helpline to support anyone who has experienced sexual abuse in educational settings. **The dedicated NSPCC helpline number is 0800 136 663.**

The following guidance and advice for schools is available:

- › [keeping children safe in education](#)
- › [sexual violence and sexual harassment between children in schools and colleges](#)
- › [how to respond to an incident: sharing nudes and semi-nudes](#)

Thameside will minimise the risk of sexual harassment through:

- Our carefully sequenced bespoke PSCHE curriculum
- Internal training and support for staff delivering RSE
- Child-on-child abuse training module for staff and governors
- Support for DSLs such as non-contact time

CHILDREN POTENTIALLY AT GREATER RISK OF HARM (EQUALITY STATEMENT)

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- › Have special educational needs and/or disabilities (SEND) or health conditions
- › Are young carers
- › May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- › Have English as an additional language
- › Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- › Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- › Are asylum seekers
- › Are at risk due to either their own or a family member's mental health needs
- › Are looked after or previously looked after
- › Are missing or absent from education for prolonged periods and/or repeat occasions



- Whose parent/carer has expressed an intention to remove them from school to be home educated

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Pupils in alternative provision

The cohort of pupils in Alternative Provision often have complex needs.

Children absent from education

Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues.

Children requiring mental health support

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils.

Mental health difficulties can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies and the Headteacher should ensure they have clear systems and processes in place for identifying possible mental health difficulties, including routes to escalate and clear referral and accountability systems. The DSL and the Inclusion Manager regularly refer children for support from the Primary Mental Health Worker (PMHW).

Thameside follows the guidance in [Mental Health and Behaviour in Schools](#) as best practice and it creates the foundations for our school Behaviour Policy. We are committed to promoting positive health, wellbeing and resilience amongst Thameside pupils.

Children Looked After (CLA)

The most common reason for children becoming looked after is as a result of abuse and/or neglect.

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

The designated teacher works with local authorities to promote the educational achievement of registered pupils who are looked after and leads termly online Personal Education Plan (eep) meetings.

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 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

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



- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEND and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties overcoming these barriers.²

At this school, there is an Inclusion and Vulnerable Children Register. The Assistant Head of Inclusion is responsible for the upkeep of the SEND element and the Head teacher will be responsible for the vulnerable children element to ensure that safeguarding needs are considered.

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

ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS AND OTHER STAFF

Part four of KCSIE guidance should be followed where it is alleged that any member of staff (including any volunteer, supply teacher or Governor) has:

- 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.

'Behaved or may have behaved in a way that indicates they may not be suitable to work with children'

relates to transferable risk whereby a member of staff or volunteer is involved in an incident outside of school/college which did not involve children but could have an impact on their suitability to work with children. For example, a member of staff is involved in domestic violence at home. No children were involved, but schools/colleges need to consider what triggered these actions and could a child in the school trigger the same reaction, therefore being put at risk.

Any allegations which indicate that a person may pose a risk of harm to children will be dealt with in accordance with national guidance and agreements, as implemented locally by the BWSCP.

As such, the Head Teacher (or Chair of Governors) will report allegations without delay to the Local Authority Designated Officer (LADO). The following definitions will be used when determining the outcome or allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

² Keeping children safe in education: Sept 2022



Learning lessons applies to all cases, not just those which are concluded and found to be substantiated.

The contact details for the Designated Officer for Child Protection at the local authority are:

Local Authority Designated Officer (LADO)
Directorate of Children, Education and Early Help Services

- 0118 937 2684
- LADO@brighterfuturesforchildren.org

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

Other whistleblowing channels are available to staff:

[Advice on Whistleblowing](#)

[NSPCC Whistleblowing Helpline](#) or call 0800 028 0285 (8am – 8pm Mon – Fri)

Email help@nspcc.org.uk

PROCEDURE FOR MANAGING ALLEGATIONS AGAINST STAFF

Allegations that don't meet the harm threshold ('low level' concerns)

Low level concerns – where any stakeholder may be concerned about the conduct of another member of staff when there has not been:

- Harm or potential harm to a child,
- A criminal offence committed against or related to a child
- Behaviour towards a child or children in a way that indicates he or she would pose a risk of harm to children
- Behaviour, or potential to behave in a way, that indicates they may not be suitable to work with children.

Reporting low level concerns – we request that staff report these to the DSL or a deputy in their absence.

Allegations v concerns - the relationship between low level concerns and allegations should be made clear. For example, the person receiving the low level concern must always consider whether it meets the threshold for reporting to the designated officer of the local authority as an allegation. If they are in any doubt they should contact the designated officer for advice. Equally, a series of low level concerns may cumulatively meet the threshold and need to be treated as such.

Recording concerns - the treatment of personal data for the purpose of personnel files and references is important. KCSIE requires schools to retain a copy of all substantiated, unsubstantiated or false allegations on a staff member's personnel file (paragraph 170) but to refer only to substantiated allegations in references (paragraph 173). No guidance exists for the recording of concerns that do not meet the threshold for referral of an allegation.

At Thameside, low-level concerns which do not individually or collectively meet the threshold for referral of an allegation, and where no other internal process has been instigated (for example, disciplinary, grievance or whistle-blowing), are retained in a



confidential, password protected, central safeguarding file (entitled 'Low Level Concerns') but not on personnel files or used on references.

We believe that this distinction is central to creating a culture of openness and dialogue between staff and the DSL.

The recording of information is done following the exercise of sound professional judgement as to what information is necessary for safeguarding purposes. That information, once recorded, itself is carefully treated, in terms of who has access to it, and who needs to know, oversee and review its contents.

Oversight and review - the regular review of low level concerns by the DSL is required to ensure that the concerns are being handled appropriately and proportionately, that no concerns meet the threshold of an allegation, and that any subtle patterns of behaviour are spotted.

ALLEGATIONS THAT MAY MEET THE HARMS THRESHOLD: INITIAL RESPONSE

The school carries out basic enquiries in line with local procedures to establish facts before contacting the local authority designated officer (LADO)

Initial discussion with the LADO: Headteacher and the LADO consider the nature, content and context of the allegation and agree a course of action. The LADO may ask the HT to provide or obtain relevant information, such as previous history, whether the child or family have made similar allegations previously and about the individual's current contact with children. Behaviour that may have happened outside of school, that might make an individual unsuitable to work with children (known as transferrable risk), may require an assessment of transferrable risk which the LADO can support with. There may be situations where the police need to be involved immediately. 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.

No further action: The decision may be made that no further action is required. This decision and a justification for it should be recorded by the HT and the LADO and an agreement reached as to what should be put in writing to the individual concerned. The HT and the LADO should also consider what action should follow both in respect of the individual and those who made the allegation.

Communication: The case manager should inform the accused person about the allegation as soon as possible after consulting the designated officer(s). It is extremely important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused.

Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers.

Further enquiry: In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the designated officer(s) should discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of the school's or college's staff.

Substantiated allegation: If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the designated officer(s) should discuss with the case manager and their personnel adviser whether the school or college will decide to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

KCSIE 2023: *There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.*



The DBS will then consider whether to bar the person. Referrals should be made as soon as possible after the resignation, removal or redeployment of the individual. Detailed guidance on when to refer to the DBS can be found on [GOV.UK](https://www.gov.uk).

Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

Suspension: Suspension should be considered only in a case where there is cause to suspect a child or other children at the school or college is/are at risk of harm or the case is so serious that it might be grounds for dismissal. If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the HT and the LADO. This should also include what alternatives to suspension have been considered and why they were rejected.

Record keeping: Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

SUPPLY TEACHERS

In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services.

USE OF PREMISES FOR BEFORE AND AFTER SCHOOL ACTIVITIES

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

If the school receives an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, the school follows our safeguarding policies and procedures and informs the local authority designated officer (LADO), as it would with any safeguarding allegation.

When out-of-school-setting providers use school premises for non-school activities, guidance on [keeping children safe in out-of-school settings](#) lists the safeguarding arrangements schools should expect these providers to have in place:-

BASIC SAFEGUARDING CHECKLIST OF REQUIREMENTS FOR ALL PROVIDERS

Health and safety

- must consider the suitability and safety of the setting for employees and take steps to reduce any risks identified
- should have first aid training and/or a first aid kit to hand as well as awareness of what to do in an emergency (for example, call 999 if a child is having an asthma attack)
- must have a fire safety and evacuation plan
- should have more than one emergency contact number for each child, where reasonably possible, and know of any medical concerns or allergies



Safeguarding and child protection

- must have a safeguarding and child protection policy in place, including procedures for dealing with safeguarding incidents which are communicated to and understood by all staff members
- should have awareness of and training on the specific safeguarding issues that can put children at risk of harm (for example, abuse and neglect, peer-on-peer abuse, extremism and radicalisation)
- should have clear procedures on what to do if they have concerns about a staff member, volunteer or other adult who may pose a risk of harm to children
- should appoint a designated safeguarding lead (DSL), who has undertaken safeguarding and child protection training
- should provide parents with a named individual (such as the DSL) so they can raise safeguarding concerns, or if you are a lone provider provide the contact details of your local authority's children's services or the NSPCC helpline number
- should have contact details for the DSL and the local authority designated officer (LADO) and know the local referral route into children's social care

INFORMATION SHARING

https://proceduresonline.com/berks/reading/p_info_sharing.html

Schools have the power to hold and use information to promote children's welfare, as well as share it.

Effective information-sharing underpins integrated working and is a vital element of both early intervention and safeguarding. Research and experience have shown repeatedly that keeping children safe from harm requires practitioners and others to share information:

- About a child's health and development, and exposure to possible harm;
- About a parent who may need help, or may not be able to care for a child adequately and safely; and
- About those who may pose a risk of harm to a child.

The General Data Protection Regulation (GDPR) and the Data Protection Act 2018 supersedes the Data Protection Act 1998. Practitioners must have due regard to the relevant data protection principles which allow them to share personal information. The GDPR and Data Protection Act 2018 place greater significance on organisations being transparent and accountable in relation to their use of data. All organisations handling personal data need to have comprehensive and proportionate arrangements for collecting, storing, and sharing information.

The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.

Staff must have due regard to relevant data protection principles which include:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR.

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.



When children transfer to another school, the DSL ensure their child protection file is transferred to the new school as soon as possible and within 5 days for an in-year transfer or within 5 days of the start of a new term. This will be hand delivered to local schools where possible. Secure transit must be used and confirmation of receipt obtained. This file will be transferred separately from the main file.

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

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

The Seven Golden Rules for Information Sharing

1. Remember that the General Data Protection Regulation, Data Protection Act 2018 and human rights laws are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately;
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so;
3. Seek advice from other practitioners or your information governance lead if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible;
4. Where possible share with consent and, where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful reason to do so, such as where safety may be at risk. You will need to base your judgment on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared;
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and wellbeing of the individual and others who may be affected by their actions;
6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (Practitioners must always follow their organisation's policy on security for handling personal information);
7. Keep a record of your decision and the reasons for it - whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Information can be held in many different ways, in case records or electronically in a variety of IT systems with access for different practitioners. The use of emails in professional communications is another means for sharing information other than in direct person to person contact.

A [Data protection toolkit for schools](#) has been published by the DfE to support good practice. See also, the school's [Data Protection Policy](#).

MONITORING & EVALUATION OF THIS POLICY

Implementation and day-to-day working of this policy will be monitored by the Headteacher, who will liaise with 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 BWSCP procedures

The Head Teacher will report to the Governing Body annually:

- Attendances at Child Protection Conferences and Core Group Meetings
- Number of families working with external safeguarding professionals
- 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.
- Incidents of bullying
- Incidents of Harmful Sexual Behaviours
- Racist and HBT bullying 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 Headteacher and Designated Governing Body safeguarding lead will conduct pupil voice exercises - which may include whole school surveys or the periodic meeting of either with the School Council or a panel of pupils - to discuss issues of safety, including bullying.

DISSEMINATION

The Headteacher 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, including newsletters. The name of the Designated Safeguarding Lead (and deputies) will be displayed in school.

THAMESIDE SAFEGUARDING TOOLKIT

All information of school safeguarding procedures and policies can be found in the Safeguarding Toolkit on Common (P) drive or in the CPOMS library.

USEFUL LINKS

Berkshire Child Protection Procedures: <https://proceduresonline.com/berks/reading/index.html>

Also see APPENDIX 3 for useful terms and links.

USEFUL CONTACTS

Children's Single Point of Access (CSPOA/ MASH)	Web form: https://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=wW27ndtyj50 cspoa@brighterfuturesforchildren.org	0118 937 3641
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S Greenaway September 2023



Appendix 1



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
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
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/ukxi/2009/1547/schedule/2/made http://www.legislation.gov.uk/ukxi/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.

Appendix 2

<p>Education for a Connected World</p>		<p>Blue: Upper KS2 Green: Lower KS2 Yellow: KS1</p>	<p>THAMESIDE'S PSCHE CURRICULUM</p>
<p>Self-image and identity</p> <p>This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</p>	<ul style="list-style-type: none"> * To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. * To have a clear idea of appropriate online behaviour and how this can protect themselves *To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. *To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. 		<p>To recognise how images may be altered – Year 5 Term 3 Move Outside</p> <p>To understand the media's effect on body image. Year 5 Term 3 Move Outside</p> <p>To be aware of self and body image. Year 6 Term 6 Share More</p>
<p>Online relationships</p> <p>This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>	<ul style="list-style-type: none"> *To understand how we should talk to others in an online situation. * To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. * Children understand how what they share impacts upon themselves and upon others in the long-term. * Children know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander. * To have a clear idea of appropriate online behaviour and how this can protect themselves (on the website this advice being covered in RSHE lessons) *To have a clear idea of appropriate online behaviour. 		<p>To understand how to stay safe when using technology. Term 1 5 Keys of Happiness FS-Y6</p> <p>To know how to develop respectful, empathetic and healthy online relationships Year 6 Term 1 5 Keys of Happiness</p>
<p>Online reputation</p> <p>This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.</p>	<ul style="list-style-type: none"> *To understand how we talk to others when they aren't there in front of us. *upsetting videos *To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. *social network debate (app) *friendbook (app) 		<p>To understand how to stay safe when using technology. Term 4 Be Curious Key FS-Yr6</p> <p>To recognise how images may be altered. Year 5 Term 3 Move Outside</p>
<p>Online bullying</p> <p>This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</p>	<ul style="list-style-type: none"> *To understand how we talk to others when they aren't there in front of us. 		<p>To know how to develop respectful, empathetic and healthy online relationships Year 6 Term 1 5 Keys of Happiness</p> <p>To explain how to stay safe when using technology to communicate with my friends. Term 4 Be Curious FS – Yr6</p> <p>To develop strategies for keeping safe, including who to go to for help. Year 3 Term 3 Move Outside</p>

 <p>Managing online information</p> <p>This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.</p>	<p>*To understand how we talk to others when they aren't there in front of us.</p> <p>*scheme in year 3 looks into spoof websites – thinking critically about the websites and the results returned to a search</p> <p>*learning about phishing</p> <p>*considering if the news from searches is reliable</p> <p>*references sources in their work</p> <p>* search the Internet with a consideration for the reliability of the results</p> <p>*To begin to think critically about the information they leave online.</p> <p>*Identify benefits and risks of mobile devices broadcasting the location of the user/device.</p> <p>*Identify secure sites by looking for privacy seals of approval. Identify the benefits and risks of giving personal information.</p>	<p>To explain how to stay safe when using technology to communicate with my friends. Term 4 Be Curious FS – Yr 6</p> <p>To recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others. Year 5 Term 4 Be Curious</p>
 <p>Health, well-being and lifestyle</p> <p>This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>	<p>*To understand the importance of balancing game and screen time with other parts of their lives.</p> <p>*Identify benefits and risks of mobile devices broadcasting the location of the user/device.</p> <p>*To identify the positive and negative influences of technology on health and the environment.</p>	<p>Links with our move outside key – To know how important it is to be physically and mentally active FS- Y6</p>
 <p>Privacy and security</p> <p>This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p>	<p>*To identify the steps that can be taken to keep personal data and hardware secure.</p> <p>*Importance of passwords and keeping information safe</p> <p>*Introduce the idea of 'ownership' of their creative work</p> <p>*Digital footprint</p> <p>*Importance and learn how to keep information safe and secure</p> <p>*Learning about phishing</p> <p>*Maintain secure passwords</p> <p>To understand how children can protect themselves from online identity theft.</p>	<p>To know the importance of keeping safe on the internet. FS- Y6</p>
 <p>Copyright and ownership</p> <p>This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>	<p>*To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.</p> <ul style="list-style-type: none"> To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. 	



Appendix 3

List of safeguarding-related abbreviations and other useful acronyms and terms.

Many entries have associated hyperlinks for more information.

BWSCP - Berkshire West Safeguarding Children Partnership

CAF – Common Assessment Framework (part of [Early Help Assessment](#))

CAMAT – Child Abuse Multi-Agency Training

CAMHS - Child & Adolescent Mental Health Services

CEOP - [Child Exploitation and Online Protection centre](#) (tackling child sex abuse and providing advice)

CP – Child Protection

CPOMS – [Child Protection Online Monitoring and Safeguarding system](#) (safeguarding and child protection software for schools).

CRB checks – Criminal Records Bureau checks (now called DBS checks)

CSA - Child Sexual Abuse

CSE – Child Sexual Exploitation (one aspect of CSA)

DA – Domestic Abuse

DASH - [Domestic Abuse, Stalking and Harassment and Honour-Based Violence](#) (HBV). A risk identification, assessment and management model.

DASV - Domestic Abuse and Sexual Violence

DBS – Disclosure and Barring Service (DBS checks were previously known as CRB checks)

DCPO – Designated Child Protection Officer. The member of staff that co-ordinates child safeguarding concerns and makes referrals. Now referred to as the DSL.

DfE – [Department for education](#)

DSL – Designated Safeguarding Lead (formerly DCPO). The member of staff that co-ordinates child safeguarding concerns and makes referrals (see also Named safeguarding staff, Level 3 training) **DV** – Domestic Violence (one aspect of DA)

DVPN - Domestic Violence Protection Notice. Served by the police against an adult, where the police reasonably believe that they have been violent or have threatened violence against an individual who needs to be protected. If approved by the magistrates, restrictions continue for 14-28 days in the form of a DVPO. If the DVPN/DVPO is breached by the perpetrator, the victim or a third party should call the police on 101, or in an emergency 999.

DVPO - Domestic Violence Prevention Order. Once a DVPN is served, it must be presented to a magistrate's court for approval. If approved, the prohibitions stated within the notice can continue for 14-28 days in the form of a DVPO.

Early Help Assessment – “providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years”. Essentially intervening to prevent abuse/neglect before it occurs.

EHH – [Early Help Hub](#)

FGM - Female Genital Mutilation

FIS – [Family Information Service](#)

HBA - Honour-Based Abuse

HCPC – Health and Care Professions Council. An independent regulatory body responsible for setting and maintaining standards of training, performance and conduct of healthcare professions. **HR** – Human Resources

IRL – “In Real Life”, as opposed to online ([internet slang](#))

ISA – Independent Safeguarding Authority

ISC - Independent Schools Council

ISI - Independent Schools Inspectorate. Responsible for the inspection of schools which are in membership of the Associations of the ISC. Reports to the DfE on the extent to which schools meet statutory requirements.

LA - Local Authority

LADO - Local Authority Designated Officer

Level 2 training – single-agency child safeguarding training, focused on recognising signs and symptoms of child abuse and aimed at anyone who works with or around children, and who may be in a position to identify concerns about a child. Although any person can make a safeguarding referral, their concerns would usually be taken to someone who has a lead role in safeguarding such as the DSL in a school (see Level 3 training, DSL, Named safeguarding staff).

Level 3 training – multi-agency child protection training covers the steps to be taken in making a referral, and is aimed at those who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns. Also known as MACP, Tier 3, Group 3, CAMAT, DCPO training, etc.

List 99 – list of individuals who are barred from working with children (now known as the Children's Barred List)



LSCB – Local Safeguarding Children Board

MAAT - Multi-Agency Advice Team (within the MARU/Integrated Hub). Provides advice and consultation in cases where the LSCB threshold for statutory social work intervention is not met.

MACP – Multi-Agency Child Protection. Training, aimed at those who would make referrals if there is a safeguarding concern. Also known as Level 3, Tier 3, Group 3, CAMAT, DCPO training, etc.

MARAC - Multi-Agency Risk Assessment Conference

Nacro – National Association for the Care and Resettlement of Offenders

Named safeguarding staff - the member of staff that makes referrals in Health settings (see also DSL, Level 3 training).

NEOST – National Employers’ Organisation for School Teachers

Ofsted - Office for Standards in Education, Children’s Services and Skills. Reports directly to Parliament and is both independent and impartial. By law it must inspect schools with the aim of providing information to parents, to promote improvement and to hold schools to account (see also ISI).

ONS – [Office of National Statistics](#)

PASM – Professional Allegations Strategy Meeting **PoCA** – Protection of Children Act

PoCSA – Protection of Children (Scotland) Act

PNC record – Police National Computer record

PR - Parental Responsibility. Automatically assigned to all birth mothers. Also to fathers named and present at issue of the birth certificate. Fathers not present have to apply to the courts. A child in Care may either be "Accommodated" (parents retain PR) or on a Care Order/Interim Care Order (Local Authority shares PR). There are a few other private law orders where it's shared (Residence Orders and Special Guardianship Orders).

QTS – Qualified Teacher Status

QTLS - Qualified Teacher Learning and Skills

SCB - Safeguarding Children Board

SCR - Serious Case Review

SDQ – [Strengths and Difficulties Questionnaire](#) - a brief behavioural screening questionnaire about 3-16 year olds.

Section 17 – Section of the Children Act 1989 which gives Local Authorities a general duty to safeguard and promote the welfare of children within their area who are In Need

Section 47 – Section of the Children Act 1989 which places a duty on Local Authorities to make enquiries into the circumstances of children considered to be at risk of significant harm and, where these inquiries indicate the need, to decide what action, if any, it may need to take to safeguard and promote the child’s welfare

Section 47 Enquiry – if a child is taken into police protection, is the subject of an Emergency Protection order or there are reasonable grounds to suspect that a child is suffering or is likely to suffer significant harm, a Section 47 Enquiry is initiated

Sext/sexting - sending sexually explicit photographs or messages via devices connected to the internet, particularly mobile phones.

SIAMS - Statutory Inspection of Anglican and Methodist Schools. Evaluates the distinctiveness and effectiveness of the school as a church school, and how well the distinctive Christian character and ethos of the school ensure the development and achievement of the whole child or young person.

SPA – [Single Point of Access](#) for all referrals

Sxtortion / sextortion – a form of sexual exploitation, involving blackmail, extortion and/or bullying of a victim by a perpetrator who possesses sexual images/video of them. Victims have been known to take their own lives.

TAC – Team Around a Child (part of Early Help) **TAF** – Team Around the Family (part of Early Help) **UKCCIS** – [UK Council for Child Internet Safety](#)