



Theale C of E Primary School

Safeguarding & Child Protection Policy (Promoting the Welfare of our Students)

At Theale CE Primary School, the children come first. They are central to every decision made in school. We will ensure that our children are safe, happy and successful. They will grow to be ambitious and resilient and their talents will be nurtured so that they become highly skilled. Our children will be courageous and always behave with integrity.

“And you shall love the LORD your God with all your heart, with all your soul, with all your mind, and with all your strength.’ This *is* the first commandment. And the second, like *it*, is this: ‘You shall love your neighbour as yourself.’ There is no other commandment greater than these.” *Mark 12: v 30-31*

“I have come that they may have life and that they may have it more abundantly.”
John 10:10

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Links to related policies and procedures	Attendance Policy, Postive Behaviour Policy, Life Skills Policy, E-Safety Policy, Staff Handbook, Special Educational Needs & Disabilities Policy, Whistleblowing Policy, Safer Recruitment procedures
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RATIONALE

Theale CE Primary School takes seriously its responsibilities and statutory duties to protect and safeguard the welfare of children and young people in its care. We recognise that, “Safeguarding and promoting the welfare of children is everyone’s responsibility [...] Everyone who comes into contact with children and their families has a role to play [...] This means that they should consider, at all times, what is in the best interests of the child.” (Keeping Children Safe in Education, 2024).

This policy seeks to give clear direction to staff and others about expected behaviour when dealing with child protection issues through good practice and sound procedures in order to ensure that concerns, referrals and monitoring are handled effectively, sensitively, professionally and in ways that support the needs of our students.

In order to protect our students, the school is committed to following the safeguarding principles and to the taking of prompt actions in order to promote the welfare of children, as described in ***Keeping Children Safe in Education, 2024***. This policy reflects that guidance.

KEY CONTACTS

Designated Safeguarding Leads	Catherine Morley Maria Bradbury	headteacher@theale.w-berks.sch.uk mbutler@theale.w-berks.sch.uk
Deputy Designated Safeguarding Leads	Charlotte Rowden Caroline Corbett Coleen Stewart Katy Higgs Lydia Parsley Peter Cooper Rianna Dobashi	crowden@theale.w-berks.sch.uk hpa@theale.w-berks.sch.uk cstewart@theale.w-berks.sch.uk khiggs@theale.w-berks.sch.uk lparsley@theale.w-berks.sch.uk pcooper@theale.w-berks.sch.uk rdobashi@theale.w-berks.sch.uk
Safeguarding Governors	Francoise Woolley Lindsay Ansell	fwoolley@theale.w-berks.sch.uk lansell@theale.w-berks.sch.uk

Terminology

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing the impairment of children’s mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

(*Keeping Children Safe in Education*, September 2024)

Child protection refers to the processes undertaken to meet statutory obligations laid out in the *Children Act 1989 and 2004* and associated guidance (see *Working Together to Safeguard Children, 2023*) in respect of those children who have been identified as suffering, or being at risk of suffering harm.

Early help means providing support as soon as problems emerge. This aims to prevent further problems arising by promoting multi-agency working. Actions seek to prevent the escalation of problems and improve outcomes for children.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. They may be abused by an adult, or adults or another child or children. Abuse can take place wholly online or technology may be used to facilitate offline abuse.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity, including those who do not work directly with children.

Child/children refers to anyone under the age of 18.

Pupil/s refers to all young people who are on roll, at Theale CE Primary School.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Extremism refers to the Government's 'Prevent Strategy' which defines extremism as: "Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs".

Prevent is part of the UK's Counter Terrorism Strategy, preventing people from becoming involved in terrorism or supporting terrorism. It has been identified that young people are more likely to be vulnerable to violent extremist or terrorist narratives. Schools and colleges have a duty of care to their students and staff which includes safeguarding them from the risk of being drawn into terrorism.

Radicalisation is the process where someone has their vulnerabilities or susceptibilities exploited towards crime or terrorism – most often by a third party, who have their own agenda, who have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Sexting is the exchange of self-generated sexually explicit messages and images, through mobile picture messages or webcams over the internet. Young people may use other terminology for this act.

Child on child abuse occurs when a young person is exploited, bullied and/or harmed by another child; everyone directly involved in child on child abuse is under the age of 18.

Vulnerable children include all students who have a social worker or involvement with Children's Services and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Blended learning refers to any measures where students attend some lessons in school alongside lessons completed at home, either independently or via live lessons delivered

electronically.

Live lessons refers to lessons where teaching content and guidance is delivered virtually by staff through Microsoft Teams, Zoom or Google Classroom.

Implementation

This policy applies to all staff, governors, volunteers, contractors and visitors to Theale CE Primary School.

It is recognised that pupils may be vulnerable to neglect and abuse or exploitation from within their own family and from individuals they come across in their day to day lives. These threats take a variety of forms, including: sexual, physical and emotional abuse; neglect; exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation; and the influences of extremism leading to radicalisation.

The school recognises it is responsible for making contacts and referrals rather than making enquiries and investigating in cases of suspected abuse.

It is recognised that school staff are in a position to identify concerns early and provide help for children. The school is committed to notice when things are troubling our pupils, to listen, understand and take action, whilst ensuring on-going support to the child as an individual and acting as their advocate when needed.

Guidance

Everyone who comes into contact with children and families has a role to play in safeguarding. The school does this in the following ways:

- A) All staff are required to read Keeping Children Safe in Education 2024, completing a form with follow up questions to confirm that they have done so. This record will be held by the DSL(s) on the Management Drive.
- B) All Governors are required to read Keeping Children Safe in Education 2024, completing a form with follow up questions to confirm that they have done so. This record will be held by the DSL(s) on the Management Drive and by the Safeguarding governor(s).
- C) Staff receive safeguarding updates to keep their skills and knowledge up to date, at least annually.
- D) Maintaining a child-centred approach in all aspects of safeguarding, which means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.
- E) Establishing a safe environment in which our children can learn and develop and where they know they can talk and be listened to. This is achieved by the creation of a positive school atmosphere, through teaching, and through the pastoral support offered to students. It is also achieved through the use of effective de-escalation techniques. Reasonable force, including restraint, is only used in strict accordance with the legislative framework and in line with the School's **Positive Behaviour Policy** to protect our students and those around them. All incidents are reviewed, recorded and monitored.
- F) Pupils know that there are adults within the school who they can approach if they are worried or are in difficulty. Staff are to be aware that children may not feel ready

or know how to tell someone they are being abused.

- G) Ensuring curriculum activities and opportunities for Personal Health & Social Education (PHSE) in our life skills lessons equip pupils with the skills they need to stay safe from all forms of abuse such as bullying, homophobic behaviour, racism, sexism and extremism through promoting fundamental British values and our own school values. Any discriminatory behaviours are challenged and help and support are given to students about how to treat others with respect.
- H) Ensuring that all staff are aware that mental health problems can, in some cases, be an indicator that a student has suffered, or is at risk of suffering, abuse, neglect or exploitation.
- I) Ensuring that all staff are aware of the signs of abuse and neglect and can identify pupils who may be in need of early help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
- J) Ensuring that staff are aware of any risks associated with pupils offending, misusing drugs or alcohol, self-harming, Female Genital Mutilation (FGM), Child Criminal and Sexual Exploitation, going missing, being vulnerable to radicalisation or involvement in Serious Violence, and that this is shared with the local authority children's social care service or other relevant agency.
- K) Ensuring that staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put pupils in danger and of the processes to raise concerns about those children they believe are at risk due to these behaviours.
- L) Ensuring the school does not unlawfully discriminate against pupils because of their protected characteristics, acknowledging that pupils with protected characteristics may be at more risk of harm and that these pupils should be supported and positive action taken to deal with the disadvantages these pupils face.
- M) Ensuring that staff recognise that pupils are vulnerable to threats to their welfare from outside their families. This may be from peer groups, the wider community and/or online.
- N) Ensuring that staff are aware of indicators which may signal that pupils are at risk from, or are involved with serious violent crime as outlined in section 46 of Keeping Children Safe in Education 2024 and the processes to raise their concerns so as to ensure early help is put in place.
- O) Ensuring that all staff are able to identify pupils who may benefit from early help, the early help process and their role in it. All staff are aware that additional vulnerabilities are present where young people have special educational needs (particularly where they have a statutory Education, Health & Care Plan), there are concerns around attendance, are a young carer, are showing signs of being drawn into anti-social or criminal behaviour, are misusing drugs or alcohol themselves, frequently go missing from home, are unaccompanied refugees, and/or are victims of modern slavery and of trafficking. In addition, those who are in a family circumstance presenting challenges for the young person such as drug and alcohol misuse, adult mental health issues, parental offending and domestic abuse.
- P) Ensuring that staff recognise Child on Child abuse, sexual violence and sexual harassment between young people is not acceptable. It is recognised that young people who are lesbian, gay, bisexual or gender questioning (or are perceived to be by other children) are more vulnerable to being targeted by their peers. Staff endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them

to share their concerns, as set out in section 209 of Keeping Children Safe in Education 2024. Staff are aware of the range of 'harmful sexual behaviours', whether on or offline, and any incident will be considered in a child protection context. The Department for Education (DfE) has created an NSPCC helpline (0800 136 663) to support potential victims of sexual harassment and abuse in education settings. The helpline will also provide support to parents/carers and professionals, including how to contact the police and report crimes.

- Q) Ensuring that staff are aware of the specific legal duty on teachers with regard to any concerns about female genital mutilation (FGM).
- R) Ensuring that staff are aware of issues around safeguarding currently and previously Looked After Children (LAC) and the legal status of their care arrangements. There is a dedicated teacher for (LAC).
- S) Offering support to pupils who may be at risk of, or vulnerable to, violent and non-violent extremist or terrorist narratives.
- T) Ensuring that in cases where there are concerns for the welfare of a child, there are plans and help in place that are reducing the risk of harm or actual harm and there is evidence that the impact of these risks is being minimised. These risks are kept under regular review and there is regular and effective liaison with other agencies where appropriate.
- U) Leaders oversee the safe use of technology when students are in their care and take action immediately if they are concerned about bullying or a student's well-being. The required policies with regard to the safe use of mobile phones and cameras in school are implemented.
- V) Raising the awareness of child protection issues with children and equipping them with the skills needed to keep them safe.
- W) Ensuring that any child protection and/or safeguarding concerns are shared immediately with the relevant local authority. Where the concern is about suspected harm or risk of harm to a pupil, the referral should be made to the local authority for the area where the child lives. Where the concern is an allegation about a member of staff in a setting, or another type of safeguarding issue affecting children in a setting, the matter should be referred to the local authority in which the setting is located. Parents are usually made aware of concerns and their consent is sought in accordance with local procedures unless doing so may increase the risk of or actual harm to a child or young person.
- X) Ensuring that a record of any referral is retained and there is evidence that any agreed action following the referral has been taken promptly to protect the child from further harm.
- Y) Supporting pupils who may have suffered and/or have been abused, in accordance with any agreed Child Protection (CP) or Child in Need (CIN) plan.
- Z) Ensuring that written records are made in a timely way and held securely where adults working with young people are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, with consent.
- AA) Ensuring that students who go missing from the setting they attend receive well-coordinated responses that reduce the harm or risk of harm to them. Risks are well-understood and their impact is minimised. Staff are aware of, and implement in full, local procedures for children who are 'missing from education, home or care'.
- BB) Ensuring that safeguarding the child is of paramount importance when considering a request for 'flexi-schooling' and that any concerns are raised with the CAAS team.

- CC) Ensuring the school practises Safer Recruitment processes in line with national legislation by using at least one suitably trained recruiter on all interview panels.
- DD) All safeguarding procedures are in line with the guidance set out in Keeping Children Safe in Education 2024 and the Pan Berkshire Child Protection Procedures with links to these policy and procedures available to all staff through as a shortcut on their laptop desktops.
- EE) Safeguarding policies and procedures are in place and are reviewed regularly to ensure students are kept safe.
- FF) Whistle blowing procedures are understood by pupils and staff. Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- GG) All visitors to the school sign in to reception, where safeguarding information will be shared with them, and are required to wear a visitor's badge.

Designated Safeguarding Lead

The Designated Safeguarding Leads are Catherine Morley and Maria Bradbury. The Deputy Safeguarding Leads are Caroline Corbett, Charlotte Rowden, Coleen Stewart, Katy Higgs, Lydia Parsley, Peter Cooper and Rianna Dobashi, and thereafter responsibility lies with the most senior member of staff on site.

The Safeguarding Governors are Francoise Woolley and Lindsay Ansell. The Safeguarding Governors meet with the DSLs regularly (at least termly) in order to understand how the relevant policies connected with safeguarding and safer recruitment are being implemented.

All are trained to the appropriate level and this is refreshed as appropriate, depending on the training provider's guidance and at least every two years as per KCSIE 2024. They understand their responsibilities with respect to the safeguarding and welfare of children, young people and vulnerable adults.

All staff and other adults working within the setting are clear about the procedures to follow when they are concerned about the safety of a young person or the conduct of an adult.

Record Keeping

Well-kept records are essential to good safeguarding practice. Our school is clear about the need to record any concerns held about a student or students within our school, the status of such records and when these records should be passed over to other agencies.

Any member of staff receiving a disclosure of abuse, or noticing signs or indicators that the positive welfare of a pupil is at risk/deteriorating, must make an accurate record in 'CPOMS' as soon as possible, noting what was said or seen, putting the event in context, giving the date, time and location. Making the record should not delay referring the disclosure to the Designated Safeguarding Lead or appropriate authority.

These notes are kept in an online confidential file using our safeguarding monitoring software 'CPOMS'. In the same way, notes must be kept of any pupil who is being monitored, including any interventions or referrals designed to keep them safe.

Information Sharing

The school follows the guidance set out in the government document: *Information Sharing: Advice for practitioners providing services to children, young people, parents and carers, May 2024*.

Effective sharing of information between practitioners and local organisations is essential for early identification of need, assessment and service provision to keep young people safe.

If a pupil transfers from the school, these files, where appropriate, will be forwarded to the student's new school marked 'confidential' and for the attention of the receiving school's Designated Safeguarding Lead. Where a school also uses the 'CPOMS' software, the safeguarding record will be transferred electronically.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and safety of our children.

Sensitivity

We recognise that children whose welfare is threatened and have difficult contexts in which to live, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. Good lines of communication will be important.

Child on Child Abuse

The school recognises that Child on Child abuse can take many forms, as outlined in Keeping Children Safe in Education 2024 and in the Ofsted Review of Sexual Abuse in Schools and Colleges. Incidents of abuse can happen both in person and online.

The school adopts a zero-tolerance approach to harassment and violence whilst remaining clear that incidents like these could happen within our school and wider community. Staff remain vigilant and challenge harmful behaviours if they arise.

Pupils have a number of ways in which they can confidently report incidents of abuse. We promote our school values across the school community to encourage students to tackle and report incidents of abuse.

Staff take all allegations of abuse seriously, investigating incidents and acting proportionately so that the victim and alleged perpetrator are appropriately supported. This might involve working with external agencies, like the Police or Children's Services.

Records of all incidents of Child on Child abuse are kept and analysed regularly by the Leadership Team and Governors.

E-Safety

This school believes that the use of information and communication technologies brings great benefits. We recognise that there are e-safety issues that need to be planned for that will help to ensure appropriate, effective and safer use of electronic communications.

The school follows the UK Council for Guidance in e-safety: Sharing nudes and semi-nudes:

how to respond to an incident and Sexting in Schools and Colleges, which complement Keeping Children Safe in Education 2024. This states that youth produced sexual images, which are indecent, including those of oneself, are illegal. This refers to when they are being made, possessed and/or distributed.

However, it is clear that where and whenever possible, criminalisation should be avoided, and safeguarding and education prioritised. Such incidents may be responded to without the involvement of the Police. The criteria for Police involvement are:

1. the incident involves an adult,
2. there is reason to believe that a child has been coerced,
3. what is known about the imagery suggests the content depicts sexual acts or are violent,
4. there is reason to believe a child or children is at immediate risk of harm owing to the sharing of the imagery.

If a member of staff receives an indecent image it must not be viewed, copied, printed, shared, stored or saved by them and they should not ask a child to share or download. If the imagery has already been viewed by accident (e.g. if someone has shown it to you before you could stop them), this must be reported to the DSL (or equivalent) and seek support.

Children may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some pupils may find themselves involved in activities which are inappropriate or possibly illegal. The school, therefore, recognises its responsibility to educate children, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.

This school has a separate e-safety policy for staff and pupils which should be considered in line with this policy.

Filtering and monitoring

Keeping Children Safe in Education 2024 specifies the role of schools in ensuring their filtering and monitoring systems are appropriately safeguarding pupils.

To support schools and colleges to meet this duty, the Department for Education has published filtering and monitoring standards which set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems
 - Lis Hearn, Cathy Pullan, Fran Jones and Peter Cooper are responsible for the IT systems in school. Ultimately, ensuring effective filtering and monitoring is the responsibility of all staff.
- review filtering and monitoring provision at least annually
 - Provision will be reviewed annually in conjunction with reviewing this policy.
- block harmful and inappropriate content without unreasonably impacting teaching and learning
 - Filtering and monitoring systems are run by ION and RMUnify. These are set to recommended parameters by the specialists and reviewed by school staff.
- have effective monitoring strategies in place that meet their safeguarding needs.
 - Reports are sent to school from the filtering system which highlights details of any

flagged content on school devices. These are monitored weekly and reported to the Headteacher fortnightly.

Radicalisation and Extremism

The school values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The school seeks to protect pupils against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights Movements.

Staff will be made aware at safeguarding training of the characteristics that may indicate radicalisation or warning indicators of those who may be vulnerable to radicalisation.

Staff will treat any radicalisation/extremism concerns in the same manner as safeguarding concerns and will follow the school's child protection and safeguarding procedures.

Single Central Record

A Single Central Record of employment checks must be held by the school and checked termly by the Safeguarding Governor. The Single Central Record must cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school,
- all others who work in regular contact with students in the school, including volunteers,
- all members of the Governing Body.

Professional boundaries for staff and code of conduct

The School's Code of Conduct for Staff and Volunteers is made freely available to staff. This allows everyone to understand our expectations of staff and to be able to identify any behaviour that maybe inappropriate.

Use of social networking sites by staff is also covered in our School's Code of Conduct and staff handbook.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff are aware of their duty to raise concerns about the attitude or actions of colleagues, and are regularly reminded of this in universal safeguarding training. Staff are aware of how to raise concerns and who to share these with. Staff are required to report any concerns; low level

concerns are raised through our specific low level concerns form which should be given to the headteacher.

Whistleblowing concerns about the Headteacher should be raised with the Chair of Governors. There is a Whistleblowing Policy in place.

If staff have a concern about another member of staff working with children (in either a paid or voluntary capacity) and they don't feel that this is being taken seriously by the school, they are encouraged to contact the Local Area Designated Officer (LADO) on 01635 503153 or LADO@westberks.gov.uk.

The LADO gives advice and guidance to employers and others who are concerned about an adult who works with children, including volunteers and agency staff. The concerns may include:

- behaving in a way that has harmed or may have harmed a child;
- possibly committing a criminal offence against children or related to a child;
- behaving towards a child or children in a way that indicates she/he may pose a risk of harm to children.

Allegations

It is essential that the high standards of concern and professional responsibility adopted with regard to allegations of threats to a young person's welfare and child abuse by parents are similarly held when members of staff are accused of inappropriate behaviour/abuse.

The procedure to be followed in the event of an allegation being made against a member of staff is set out in the PAN Berkshire Child Protection Procedures.

The Headteacher, Designated Safeguarding Lead, Deputy Safeguarding Lead or a member of the Leadership Team should, in the first instance, contact Children's Social Care via CAAS in order to liaise with the Local Area Designated Officer (LADO). Through discussion and consultation, a decision will be made whether to hold an Allegation Strategy Meeting.

If, for any reason, it is decided that an Allegation Strategy Meeting is not appropriate, it may be necessary to address matters in accordance with the school's disciplinary procedures.

Complaints

In the event of a complaint against the Designated Safeguarding Lead, Deputy Safeguarding Leads, the Headteacher or a Governor, the procedures noted in the Complaints Policy & Procedure should be followed. A copy of the policy is available on the website or from the school, by speaking with a member of office staff, or by contacting the Clerk to the Governors.

School Closure

In the case of future full or partial closure, or a return to a blended learning model, the Leadership Team will issue specific guidance to all staff regarding live lessons and communications with children during the school closures. While there may be updates to this guidance as we respond to the changing nature of any closure, it will be underpinned by safeguarding procedures to protect both children and staff.

All email communication with pupils and families must be done through the school email system, which remains subject to our filtering and monitoring software while accessed remotely.

The DSLs/DDSLS will be available to be contacted via phone or online video when working from home. The staff with responsibility for leading Safeguarding will continue to engage with social workers, and other professionals as needed during any period of remote working.

Where staff have a concern about the welfare of a pupil, they should continue to follow the process outlined in the school's Safeguarding & Child Protection Policy and report those concerns to the DSL/DDSLS. It is essential that concerns are reported immediately; remote working should not delay escalation of concerns. Where staff have a concern about the welfare of another member of staff, they should contact a member of the Leadership Team.

The school will continue to provide on-site provision in line with government guidance, with a focus on supporting vulnerable children.

The Governing Body

Section 175 of the Education Act 2002 places a statutory responsibility on the Governing Body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school. It is also the responsibility of the Governing Body to remedy without delay any deficiencies or weaknesses in regards to safeguarding arrangements that are brought to the attention of the school management or Governing Body.

Safeguarding will be discussed at Governing Body meetings and the Safeguarding Governor(s) will use this as an opportunity to feedback any relevant information.

It will also be the role of the Governing Body to ensure that any member of staff found not suitable to work with students will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal or when we cease to use their service as a result of a substantiated allegation, in the case of a supply teacher, contractor or volunteer.

This policy, and its effectiveness, must be reviewed annually (no later than the date of next review given on the front cover).

If concerns arise then action should be taken in a prompt and timely manner.

"Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare".

A proportional risk based approach to the level of information that is provided to temporary staff and volunteers is noted.

Evaluation

The number of open Child Protection cases dealt with by the school will be reported to the Governors on a termly basis.

- Information regarding safeguarding will also be provided in the HTs annual report for the Governing Body, detailing any changes to the policy and procedures and any other relevant issues.
- The school will complete the Annual Audit of Safeguarding in Schools. The findings of the audit will then be reported to the Pan Berkshire School's Safeguarding Officer.

- Contextual information regarding the performance of the school against other establishments will be brought to the Governing Body.
- The Safeguarding Governor(s) will have access to the recording forms held by the Designated Lead for Safeguarding.

Reference Documents:

- a) The Children Act 1989 & Section 11 of the Children's Act 2004
- b) The Education Act 2002 (Section 175)
- c) The Education (Pupil Information) (England) Regulations 2005
- d) Dealing with Allegation of Abuse Against Teachers and Other Staff (2018)
- e) Working Together to Safeguard Children (2023)
- f) Keeping Children Safe in Education September 2024
- g) Inspecting safeguarding in early years, education and skills settings, Ofsted (Updated 24 August 2021)
- h) Pan Berkshire Safeguarding Procedures
- i) Prevent Within Schools, a toolkit for schools May 2015
- j) UK Council for Guidance in e-safety: Sharing nudes and semi-nudes: how to respond to an incident
- k) UK Council for Guidance in e-safety: Sexting in Schools and Colleges
- l) Information Sharing: Advice for practitioners providing services to children, young people, parents and carers, May 2024
- m) Ofsted Review of Sexual Abuse in Schools and Colleges.