Safeguarding Children at

Norcot Early Years Centre

Policy, Procedures and Guidance.

The Designated Safeguarding Lead (DSL) for Norcot Early Years Centre is Helen Walsh

In the absence of Helen Walsh (DSL), Deputy Designated Safeguarding Leads are Katarina Bingham, Rachel Williams, Kathryn Sykes, Lisa McCoy, Paige Holt and Mavis Danso-Anto.

The Governor with responsibility for Child Protection is Jo Hilbourne.

The named person with responsibility for Filtering and Monitoring is Helen Walsh.

The named Governor with responsibility for Filtering and monitoring is Jo Hilbourne.

In an **emergency** contact **Children's single point of access** on **0118 937 3641**

PRINCIPLES

Norcot Early Years Centre fully recognises its responsibilities for Safeguarding and child protection.

What is safeguarding?

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:

Protecting children from abuse and maltreatment, preventing harm to children's health or development, ensuring children grow up with the provision of safe and effective care, taking action to enable all children and young people to have the best outcomes.

Child protection is part of the safeguarding process.

It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

In short terms, **safeguarding is what we do to prevent harm, while child protection is the way in which we respond to harm**.

The Centre has a whole Centre approach to Safeguarding which interwinds within our practices, policies and procedures. The Centre recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse including child on child abuse. We recognise that abuse and neglect are likely to have a significant, detrimental impact upon a child's learning, social and emotional wellbeing, behaviour and attendance. Staff have an awareness that Safeguarding issues can overlap.

Safeguarding and promoting the welfare of children is everyone's responsibility. At all times staff should make sure their approach is child centred and in the best interests of the child. The Equality Act 2010 that protects people from discrimination, harassment, and victimisation based on nine protected characteristics: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation must be followed.

The Centre also recognises that it is essential that staff are able to identify children/families who may be vulnerable to radicalisation-Prevent (appendix 7 and link to prevent documents under useful links) and know that they must refer these concerns following the same procedures as with any other safeguarding concerns.

The Centre promotes Fundamental British Values (appendix 8) enabling the children to learn about values of democracy, rule of law, individual liberty and mutual respect and tolerance. This is implemented in accordance with the Early Years Foundation Stage, personal, social and emotional development and understanding of the world.

Our curriculum teaches children in an age appropriate manor safeguarding areas such as harassment, coercion, grooming, boundaries and consent, child on child abuse, online safety, SRE, body confidence and self esteem and local contextual issues/mitigations (appendix 9).

Staff understand there has been a significant increase in the number of children questioning the way they feel about being a boy or a girl. Our curriculum encourages gender neutral play, the toilets are gender neutral and staff encourage children to shut toilets doors teaching them about privacy and to safeguard themselves.

We believe that every child under the age of 18, has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged as enshrined in the UN Convention of the Rights of the Child.

Keeping Children Safe in Education 2026 defines Safeguarding and promoting welfare as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care

- taking action to enable all children to have the best outcomes

Child protection procedures are one part of the Centre's safeguarding measures.
Everyone at our Centre has a responsibility to ensure that our children are safe, this includes staff, governors, families, students, agency/supply staff and volunteers. In most cases this will mean the referral of any concern to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL). The needs and safety of the child must be at the Centre of any decision they may need to take regarding protecting and ensuring a child's welfare.

Aims

- Provide an environment where children feel secure, are encouraged to talk, and are listened to and are reassured that they are being taken seriously, and not to be made to feel that they are creating a problem or should be ashamed.
- To ensure that we practise safer recruitment and check the suitability of staff and volunteers to work with children.
- To ensure **all** staff and governors read and fully understand and follow part one of Keeping children safe in Education September 2026 and relevant staff and governors read all of the other relevant parts depending on their position.
- To be aware of Working together to Safeguard Children 2026 and follow guidance from this document (Link to full document under useful links).
- To follow section 3 (The Safeguarding and Welfare requirements) Early Years Foundation Stage statutory Framework September 2026.
- To ensure that all staff understand their individual responsibilities in identifying and reporting possible concerns and logging significant conversations and meetings with families on CPOMS.
- To provide a systematic means of monitoring, recording and reporting concerns and cases in line with the Berkshire West Safeguarding Children Partnership and Keeping Children Safe in Education 2026
- To provide guidance on recognising and reporting suspected child abuse.
- Support children who have been abused in accordance with his/her agreed plan.
- Maintain a safe environment where children can learn and develop.
- Maintain adult: child ratios across the Centre to ensure appropriate supervision in accordance to statutory Framework.
- Promote Fundamental British Values across the Centre enabling children to challenge views and debate issues.
- To age appropriately teach children about safeguarding themselves and give them an awareness of what is right and wrong.
- To keep children safe from the risks of radicalisation by staff being aware of the Prevent duty of care and how to recognise and report concerns.
- To promote online safety in the Centre and at home and ensure ICT equipment has appropriate backups, passwords, protection and monitoring and filtering in place and any concerns are reported.
- To signpost and refer families to access Early Help or statutory services if required.
- To be aware of adverse childhood experiences and how these can impact on children.
- To support the mental health and wellbeing of all children and families as this can impact on the child, and to be aware that mental health problems can in some cases develop into Safeguarding concerns.
- To be aware of indicators of child on child abuse and have a zero-tolerance approach to abuse and for it not to be passed off as "banter", "just having a laugh", part of growing up" or boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.
- For staff to have an attitude of "it could happen here" where safeguarding is concerned.
- To provide preventative education for zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment by embedding this culture throughout the curriculum.

- To ensure staff report any concerns including low level concerns about other staff or professionals.
- To monitoring attendance, to ensure we are aware of children absent or missing from education and follow the identified procedures to do welfare checks and report if required.

RESPONSIBILITIES

1. **Designated Safeguarding Lead**

The **Designated Safeguarding Lead (DSL) is Helen Walsh** – All incidents should be reported to her in the first instance.

Because the Centre is open all year round, and has a day care facility, six Deputy Designated Safeguarding Leads (DDSLs) have been appointed to ensure that there is always someone available to make a report to. SMT designated leads can also be called when not in work or may attend meetings via Teams to ensure robust continuity of Safeguarding responsibilities in the absence of the DSL.

Deputy Designated safeguarding leads are: Katarina Bingham, Rachel Williams, Kathryn Sykes, Lisa McCoy, Paige Holt and Mavis Danso-Anto.

The designated people will:

- Ensure that procedures and policies are in place and are followed with regard to safeguarding issues.
- Be the first person to whom members of staff report concerns and support staff through the process.
- Refer cases of suspected abuse or allegations to Children's single point of access according to the procedures established by the Berkshire West Safeguarding Children Partnership and support staff who make referrals.
- Act as a source of advice, support and expertise within the Centre.
- Liaise with staff to discuss concerns and promote educational outcomes by knowing the impact of issues that children have or are experiencing and how this can affect attendance, engagement and achievement.
- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, escalate concerns with the Head of Service to investigate further.
- Ensure each member of staff, students and volunteers at the Centre, and regular visitors are aware of and can access this policy and know who the designated people are and what their role is.
- To ensure visitors are aware of our safeguarding practices and who to report any concerns to.
- Liaise with the Headteacher (to inform her of any issues and ongoing investigations).
- Develop effective, co-operative links with other agencies including the three safeguarding partners (Local authority, chief officer of police and clinical commissioning group) and attend any relevant meetings (Strategy meetings, Child Protection, Child In Need, Child Looked After, Team Around Child, Team Around Family). These meetings may be attended virtually but appropriate consideration for confidentiality must be taken.
- Ensure that this policy is updated and reviewed annually and work with the designated governor for Safeguarding regarding this.
- Ensure record keeping on CPOMS is up to date and comprehensive, detailed and accurate and any safeguarding concern forms or referrals/relevant paperwork are attached and have details of how concerns have been resolved/action taken or decisions reached.
- Ensure that any conversation or correspondence from professionals are entered on CPOMS and relevant paperwork attached.
- Audit CPOMS records relating to safeguarding to ensure that: procedures are being followed; actions carried out, staff are recording conversations/meetings/attendance and records are sufficiently detailed and fit for purpose.
- To log any meetings, observations and concerns about staff onto CPOMS and attach relevant paperwork.
- DSL to create staff accounts on CPOMS and restrict access to DSL/DDSL who line manages individual staff.
- DSL to elevate access of CPOMS for DDSL's.

- Ensure families are aware of this policy in order to alert them to the fact that the Centre may need to make referrals.
- Promote supportive engagement with families in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- When children leave the Centre, ensure any child protection file is transferred to their new placement within 5 days of them starting or 5 days of the beginning of term, separately from the main file. These are to be addressed to the Designated Safeguarding Lead, secure transit should be ensured and confirmation of receipt should be obtained. If the new setting use CPOMS then they will request a transfer and DSL will authorise this.
- Notify a child's social worker if there is an unexplained absence, behavioural problems, mental health issues or other concerns about a child who has a social worker involved in their life.
- Where a child leaves and a new placement is not known, ensure that the local authority is alerted so that the child's name can be included on the database for Children missing from education.
- Follow up on staff concerns of children with poor attendance and follow the Centre's attendance monitoring procedures.
- Ensure safer recruitment practices are followed.
- Develop and follow procedures where an allegation is made against a member of staff including low level concerns.
- Contact the Children's single point of access and the LADO if an allegation has been made against another professional e.g. Member of staff, Foster carer, speech and language therapist, contractor, volunteer etc.
- Ensure all staff, students and volunteers receive online safeguarding training before directly working with the children and face to face Universal Safeguarding training within three months of joining the Centre and receive other appropriate training as required (at least annually) and attend refresher Universal Safeguarding training every two years.
- Encourage a culture of listening to children and taking into account their wishes and feelings whilst understanding the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication and reassure children that they are being taken seriously.
- Attend Designated DSL training every two years and other appropriate specialist and targeted training every three years. In addition, their knowledge and skills should be updated, (for example via e-bulletins, meeting other safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals but at least annually.
- Ensure that staff understand British Fundamental Values and that they are promoted across the Centre.
- Support staff who have concerns about children/families/staff showing signs of radicalisation and refer to the Prevent duty of care and the Chanel programme.
- Make referrals for families in need of Early Help.
- Alert the local authority if we become aware of any private fostering arrangements.
- Refer cases where a person has been dismissed or left due to risk/harm to a child to DBS
- Refer cases where a crime has been committed to the Police as required. NSPCC-When to call the police should help understand when to consider calling the police and what to expect when working with them.
- Disseminate safeguarding training and updates to other member of staff.
- Liaise with the Headteacher to ensure an appropriate adult is present if a child is being interviewed by the Police.
- Liaise with senior administrator to ensure DBS re checks are done every three years and the single central record is up to date including safer recruitment checks such as social media searches, right to work, references, prohibition checks etc

2. Designated Governor

The **Designated Governor for Safeguarding is: Jo Hilbourne**
The Governing body 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 members of staff for Safeguarding are given sufficient time to carry out their duties, including accessing training.

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

- The Centre is carrying out its duties to safeguard the welfare of children at the Centre.
- Members of staff, students and volunteers are aware of current practices in this matter that staff receive training where appropriate and that everyone is confident to carry out the Centre's procedures.
- Safeguarding is integrated within the induction procedures for all new members of staff and volunteers.
- The Centre follows the procedures agreed by Berkshire West Safeguarding Children Partnership and any supplementary guidance issued by the Local Authority.
- Only persons suitable to work with children shall be employed in the Centre or work there in a voluntary capacity.
- Where safeguarding concerns about a member of staff are substantiated, appropriate disciplinary action is taken.
- Ensure there are appropriate monitoring and filters are in place with regard to ICT systems to safeguard children.
- Ensure governors attend relevant strategic safeguarding training.
- Ensure governors read relevant parts of Keeping Children Safe in Education 2026
- Monitor the Single Central Record to ensure accuracy but not view due to GDPR.

The Designated Governor for Safeguarding will attend appropriate training.

3. Person responsible for filtering and monitoring

The person responsible for Filtering and monitoring is Helen Walsh
The Governor responsible for Filtering and Monitoring is Jo Hilbourne

The person responsible for filtering and monitoring is responsible for:

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

They are also responsible for making sure that all staff:

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

The Business Manager-Charlotte Burrowes is responsible for:

- procuring filtering and monitoring systems
- Liaising with softegg and RM to check appropriate systems are in place and annual checks are done
- Running security checks every six months.

4. Staff

All staff are responsible for identifying children who may benefit from early help and for recognising the signs/indicators of a child being abused or showing signs of adverse childhood experiences and reporting any concerns about a child's well-being, mental health or safety to the DSL or a Deputy DSL. They understand that they must contact Children's Single Point of Access if they have a concern and the DSL or DDSL are not available or if they feel something is not being follow up. Staff should also be aware that children may not feel ready or know how to tell someone they are being abused, however they should tell the DSL/DDSL any concerns.

They understand the need for confidentiality and only involving those who need to be involved. They are also responsible for reporting any concerns they may become aware of about the well-being or safety of members of the child's immediate family, e.g. because a child tells them something or because of something they observe.

They understand that outside factors (contextual safeguarding) can be associated with safeguarding incidents. Should anyone else disclose information about a child or his/her family to a member of staff that person should be made aware of the procedures for reporting concerns to Children's Single Point of Access.

Staff are responsible for reporting any concerns to the DSL/DDSL. This includes low level concerns (low level concern form-appendix 10) about other members of staff or adults in the Centre including supply staff, volunteers and those not directly employed by the Centre.

Staff are responsible for reporting any online safety concerns including inappropriate content for filtering and monitoring, any concerns should be reported to the DSL.

Staff are trained to use CPOMS (Child Protection Online Monitoring System), they must use CPOMS to record any significant conversations with families e.g; parents separating, new baby, change in behaviour, financial issues, housing etc as well as home visits, two year old check meetings, progress meetings etc. Admin staff use CPOMS to log calls about attendance and input family engagement when families attend events held by the Centre. These entries must be comprehensive and give enough information for the DSL/DDSL to act upon if required. Safeguarding concerns should continue be written on Safeguarding forms and procedures followed (appendix 1-3).

Members of staff are not responsible for investigating concerns or suspicions
All concerns about a child should be reported following the procedures contained in Appendix 1 of this document, using the form shown in Appendix 2. Injuries should be recorded on the body map form shown in Appendix 3. Guidance on recognising abuse and types of abuse can be found in Appendix 4 of this policy. Appendix 5 shows what happens with a safeguarding concern. All concerns must be recorded and reported to the DSL or DDSL, information should be kept confidential. Staff should not assume that a colleague will act and should report any concerns they have as this is critical to keeping children safe.

Staff should be aware of child on child abuse in any form (physical, sexual, bullying etc), and should be aware that children are capable of abusing their peers and that this can happen in the Centre, out of the Centre and online. Staff should be aware of indicators of child on child abuse and report any concerns to the DSL or DDSL who will take appropriate action. Staff should recognise that it is more likely that girls will be victims and boys' perpetrators, but that all child on child abuse is unacceptable.

Staff should know that some children may be more vulnerable e.g. child looked after/previously looked after children and children with special educational needs and disabilities, LGBTQ+. Staff should be able to teach the children basic principles of safeguarding themselves.

Staff are responsible to inform their line manager if there are any changes to their DBS status. Staff will be asked to make any disclosures at their 1:1 supervision meetings and are asked a safeguarding question. All new staff must complete a DBS application form following appointment and complete a childcare disqualification form. A risk assessment will be written and followed by all staff, if a new member of staff doesn't have a DBS check. DBS updates on staff will be renewed every 3 years.

All staff will do universal safeguarding every 2 years, additionally they will receive safeguarding and child protection updates (including online safety) at least annually this can be via face to face training, online

training, emails, bulletins and staff meetings). All staff are expected to keep their safeguarding knowledge up to date by reading the agenda item on meeting minutes and attending staff meetings where any training or updates will be passed on.

Staff educate children at age appropriate levels about relationships, safeguarding themselves including considering their privacy is balanced alongside Safeguarding, preventative training through fundamental British values and on-line safety, staff are aware that the Centre has online monitoring and filter systems in place and that they must inform the DSL who is the person responsible for filtering and monitoring if they find any inappropriate content on any electronic device.

Staff supervise the children and ensure the appropriate ratios are met, all children must be in hearing **or** sight at all times, when children are eating they must be in hearing **and** sight of staff.

Staff must be aware of requirements within the Early Years Foundation Stage statutory Framework 2026 and follow Centre policies, procedures and risk assessments with regards to medication and allergies, food and drink, safer eating, choking, behaviour, accidents, sleep, intimate care and outings.

5. Volunteers and Students

Volunteers and students have the same responsibilities as members of staff. They will be made aware of this by the person who conducts their induction and will read this policy and complete online safeguarding training before spending time with the children.

6. Families

We aim to work with families at every opportunity. It is important that families and staff have good communication and professional relationships so that they feel confident to talk about any concerns they may have and can inform staff of any changes in their child's or family's life that may have an impact.

We encourage families to read the safeguarding information letter in the starter pack to make them aware of what Safeguarding is, there is also a parent safeguarding information board in each of the buildings. We share advice around online safety/internet use and keeping their children safe whilst using electronic devices at home during our parent induction session and pass on any other relevant safeguarding information through emails.

We work with families to promote good attendance and explain the benefits of this. We ask families to inform us of any absences and the reason. This is closely monitored using our attendance monitoring flow chart as we are aware attendance can be a warning sign of safeguarding issues.

SAFEGUARDING – THE BROADER CONTEXT

We recognise that safeguarding is everything we do to keep children safe from harm whilst they are in our care. This policy must therefore be seen in the context of the other relevant policies the Centre has:

- AI policy staff for staff (to be written)
- Attendance
- Behaviour
- Children Missing in Education/Lost Children/Uncollected Children
- Children's belongings
- Code of conduct
- Complaints
- Confidentiality

- Curriculum
- Disciplinary
- Dress and Jewellery
- Equalities, Diversity and Inclusion
- Food, drink, nutrition and eating
- GDPR UK policies
- Gift and hospitality
- Grievance
- Health & Safety
- Home Visits
- Illness, Injuries and medication
- Intimate care
- Lockdown
- Lone worker
- Mobile phone, video or photographic images
- Off-site activities
- Physical movement of children across the Centre
- Probation reports and 1:1 supervision
- Recruitment
- Risk assessments
- SEND
- Site security
- Sleep
- Supporting pupils at school with medical conditions
- Volunteers
- Whistleblowing
- Working with families

RECRUITMENT

In order to ensure that children are protected whilst at this Centre: we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised. We will ensure that at least one member of every interview panel has successfully completed Safer Recruitment training.

We accept that it is our responsibility to follow the guidance set out in "Keeping children safe in Education- September 2026, including pre appointment vetting checks:

- Identity checks to establish that applicants are who they claim to be
- Obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaged in regulated activity with children)
- Obtain a separate barred list check if an individual will start work in a regulated activity before the DBS certificate is available.
- Verify the candidate's mental and physical fitness
- Verify the person's right to work in the U.K
- Qualifications, to ensure that qualifications are genuine
- If the person has lived or worked outside the U.K any checks that may be appropriate.

Additionally we will ensure:

- Previous employment history will be examined and any gaps accounted for
- Before appointing someone, obtain two written references. These are followed up by a telephone call to verify the reference.
- After the candidate has been shortlisted carry out online searches as part of our due diligence.

Prohibition checks will be done on all staff, 128 checks will be completed on all managers. New staff will be put on the Single Central Record after completing initial paperwork and this will be marked as pending until their DBS certificate is obtained, a risk assessment will be written to cover any time waiting for DBS, stating that person should not be left alone with children. Depending on the position of the new member of staff appointed, Ofsted will be informed of any significant changes.

VOLUNTEERS

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

Where a parent or other volunteer helps on a one-off or infrequent basis (such as occasionally accompanying children on Forest school), he/she will have a risk assessment and only work under the direct supervision of a member of staff, and at no time have unsupervised one to one contact with children. However, if a parent or other volunteer is to be in the Centre regularly or over a longer period then they will be asked to complete an application form and be fully checked (as a new member of staff would be) to ensure their suitability to work with children.

STUDENTS

Whilst students placed with us come from organisations who will have checked their suitability for working with children we will ensure that we check their identity and that they have a current enhanced DBS. Students coming from schools on work experience placements will have a risk assessment and at no time be left alone with children.

AGENCY/SUPPLY STAFF

At times we may need to use agency/supply staff to ensure ratios are maintained if staff are on annual leave, sick or attending training. We will always use an agency that we have previously met with and have written notification that all of their training and vetting checks meet our required standards, including level 3 staff having current paediatric 1st aid qualifications to be included in ratios. We will ask the agency to email a photograph of the member of staff they are sending so that we can check their identity against their photograph as well as a piece of ID. We will also request written confirmation of their enhanced DBS reference number. If any allegations are made with regard to an agency/supply member of staff this should be dealt with appropriately and the correct procedures followed as stated in KCSIE 2026.

VISITORS

People visit the Centre for a range of reasons. This could be professionals doing visits/observations or attending meetings, it could be contractors doing work around the Centre, families visiting for events or to help or could be visitors that are coming in to support extra curricular activities and enhance cultural capital.

Where possible all visits should be booked in advance and written in the diary, all visitors need to sign in using the GDPR compliant visitors book or the contractors book, ID and DBS must be shown and recorded as seen in the signing in book a red or green lanyard will be issued according to their DBS status (Red no DBS, green DBS shown). Visitors will be asked to read the displayed information sheets which explain the safeguarding procedures as well as other useful information. They are informed that mobile phones cannot be used in the rooms and are asked to leave these in the office, if they need to use electronic devices e.g contractors taking photographs for jobs that need completing these are checked before they leave.

If the visitor isn't a regular visitor they are escorted to where they need to go and depending on the purpose of the visit someone may be required to stay with them. If access to the bathrooms is required, staff must make sure that children are not using the bathrooms at this time.

Visitors should comply with the Centre's policies and understand what they need to do to keep children safe and who to report any concerns to. This information is not only available when they sign in but is also on the safeguarding board in each of the entrances and on the back of the adult toilet doors.

We follow the risk assessment for visitors and helpers and these people are never left on their own with a child/ren. Professionals who work with children such as social workers and speech and language

therapists who may need to do work with a child on a 1:1 basis follow their own Safeguarding policies, however if concerns were raised the LADO would be informed.

For outside agencies that we book for extracurricular activities such as Groovy Movers or Emma's Art, we send them our safeguarding policy and Keeping Children Safe in Education 2026 and ask for them to send us copies of their safeguarding policy, insurance, DBS and risk assessment this is all marked off on a checklist to ensure we have all the relevant documents before they come on site and to enable us to record DBS checks on our single central record. Any allegations against made against staff from external oragnisations will be reported to the LADO and safeguarding procedures followed.

INDUCTION & TRAINING

All new members of staff, students and volunteers 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 how to identify and report abuse, and confidentiality issues.

All staff will read part 1 of Keeping Children Safe in Education 2026, or the whole document depending on their position during their induction. All staff will attend Universal Safeguarding training in order to enable them to understand and fulfil their responsibilities in respect of safeguarding and child protection effectively. If Universal Safeguarding training is not immediately available they must complete Berkshire West Safeguarding Children's Partnership online training before having contact with the children. They should attend the face to face Universal Safeguarding Course within 3 months of commencing employment.

All staff will attend refresher training every two years, and the designated people DSL refresher training every two years. In addition, all staff will keep their knowledge and skills up to date by attending meetings and reading minutes/bulletins.

All staff that need to use CPOMS will be set up and receive training by DSL within their 1st month of starting.

Staff will do online Prevent training as part of their induction to enable them to be able to identify children or families who may be vulnerable to radicalisation and understand that any concerns must be reported the same way as any other safeguarding concerns. Filtering and monitoring systems are in place to block unsuitable sites and reduce risk of misinformation (fake news), staff are aware they must report any inappropriate content. The DSL to contact the local Prevent Lead Zoe Hanim to check content of information this hasn't been disseminated from a trusted source e.g Berkshire West Safeguarding Partnership, Head's/DSL meetings.

CONDUCT OF STAFF

The Centre 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 (see Code of Conduct Policy).

At all times, members of staff are required to work in a professional way with children and should ensure that they do not place themselves in situations which render them particularly vulnerable. All staff should be aware of the potential dangers inherent in:

- working alone with a child including providing personal intimate care such as nappy changing and toileting. Nappy changing charts to be completed including child's name, date, time, soiled/wet,any comments e.g nappy rash, unsettled, no nappies provided by parents/carers etc and name of staff member changing the child. Intimate care charts to be completed when wiping a child's bottom or changing underwear. Staff should safeguard themselves by not being out of sight or hearing range from other staff, doors must be kept open between rooms/bathrooms so that other staff are aware of what is happening. This should also apply when doing 1:1 activities with children.
- transporting children across the Centre,
- physical interventions
- cultural, gender, SEND and LGBTQ+ stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and families

- contacting families through private telephones (including texting), e-mail, MSN, or social networking websites.
- disclosing personal details inappropriately
- meeting children and their families outside Centre hours or Centre duties
- Babysitting
- Staff relationships with pupils
- Information sharing
- 'Position of Trust' sexual offences Act 2003.

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Berkshire West Safeguarding Children Partnership procedures, we will view this as misconduct, and take appropriate action

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

APPROPRIATE AND INAPPROPRIATE TOUCH

Close contact and touch are important parts of establishing human relationships. Touch can covey warmth, be calming, provide reassurance, care and comfort.

Staff are aware and respect that all children respond to physical contact and touch in different ways, permission is sought from the children before physical contact is made (this can be verbal or non verbal) and this should be in response with their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background.

Staff should be seen to work in an open and transparent way and any physical contact should take place with doors open or where other staff are present so that staff are not making themselves vulnerable.

There are a range of examples where touch is appropriate (this list is non exhaustive)

- Giving guidance to children, such as showing them how to use paintbrush, use the climbing equipment, bikes, assisting to jump, playing tickling games.
- Providing emotional support, giving hugs, sitting a child on your lap, or picking them up for a short period of time when they are upset (depending on their age/size and not putting yourself at risk of injury) putting an arm around them or sitting them on your lap when reading a story.
- Providing physical care, such as toileting or changing nappies.
- Administering 1st aid.

There are a range of examples where touch is inappropriate (this list is not non exhaustive)

- Kissing a child at any time.
- Touching a child in a way that may be considered indecent.
- Forcing physical contact on a child.
- Touching a child in a way that may be considered indecent, in a manner that is not appropriate or necessary for their care or education.
- Engaging in any form of physical contact that could be perceived as threatening, aggressive, or sexual in nature.
- Being heavy handed with a child, hitting or physically harming a child in any form.

- Using physical force or intimidation as a means of discipline
- Ignoring a child's request to maintain personal space or physical boundaries.
- Entering a child's personal space unnecessarily or without their consent

Staff should:

- Always be prepared to report and explain their actions and be aware that even well intended physical contact may be misconstrued.
- Always ask children's consent before touching them.
- Ensure relationships with children clearly take place within the boundaries of a respectful professional relationships and ideally in the presence of other staff.
- Use appropriate language and conduct to not give rise to comment or speculation.
- Encourage children, where possible, to undertake self care tasks independently.

Where a child initiates inappropriate physical contact with an adult, the situation should be handled sensitively and reported to the DSL/DDSL and families and recorded on CPOMS.

CHILD ON CHILD ABUSE

Norcot staff recognise that children are capable of abusing other children and acknowledge that even if there are no reported cases it could still be taking place. Staff are aware child on child abuse is a safeguarding issue for both the victim and alleged perpetrator.

Staff build up good relationships with children that enable them to talk to staff about any concerns, we teach children about positive relationships at age appropriate levels and encourage them to express their feelings to their peers if they are doing something they do not like and ask them to speak to staff if they are unable to resolve conflict on their own. We are able to minimise some of the risk of child on child abuse making it preventable as staff: children ratio's enable us to supervise children and they are always in sight or hearing. Staff recognise behaviours and early indicators. Staff teach children basic age appropriate safeguarding rules such as keeping pants private and encourage children to not go into cubicles together.

Staff recognise the different forms of child on child abuse:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which threatens and/or encourages physical abuse);
- serious physical assault and harm, or the threat of harm with a weapon,
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which threatens and/or encourages physical abuse);
- sexual harassment, such as comments, remarks, jokes and online sexual harassment, which my be standalone or part of a broader pattern of abuse
- Consensual and non-consensual sharing of nudes and semi-nudes,

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals (this could include involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

If staff have any concerns they must report this as a priority following the same procedures as with any other safeguarding concerns to the DSL or DDSL who will support the children, talk to the families and take appropriate actions such as informing other professionals e.g. SENDco, social worker etc. These will be recorded on CPOMS.

SAFEGUARDING CONCERNS OR ALLEGATIONS AGAINST MEMBERS OF STAFF/ADULTS WORKING IN THE CENTRE

The same procedures applies for if an allegation has been made against a member of staff, foster carer, external professional e.g speech and language therapist, contractor, student, volunteer etc.

Allegations made against or concerns raised against staff/adults working in the Centre fall into two categories. 1. Allegations that may meet threshold and 2. Allegations/concerns that do not meet the harms threshold-referred to as low-level concerns.

Allegations that may meet the harms threshold can be:

Behaved in a way that has harmed a child, or may have harmed a child and/or:

Possibly committed a criminal offence against or related to a child and/or:

Taking photos of children on their mobile phone;

Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children: and/or

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

The allegation will be dealt with in accordance with the Berkshire West Safeguarding Children Partnership Child Protection Procedures and Keeping Children Safe in Education 2026.

The Headteacher will deal with such allegations or deligate to Designated Safeguarding Lead, unless the allegation is against the Headteacher, when the Chair of Governors will coordinate the Centre's response. The Headteacher, or Chair of Governors if appropriate, will report without delay to Local Authority Designated Officer (LADO) 0118 937 3659/0118 937 2684 LADO@brighterfuturesforchildren.org and Children's single point of access (appendix 6). The decision on the outcome of the allegation will be:

- Substantiated
- Malicious
- False and
- Unsubstantiated
- Unfounded

The welfare of the child is paramount; however, any investigation can be a stressful experience for the adult concerned and support should be offered. Confidentiality must be remembered, and information should not be ordinarily shared with other staff, children or parents who are not involved with the investigation.

Concerns that do meet threshold could be suspicion, complaint, or disclosure made by a child, parent or other adult within or outside of the organisation: or as a result of vetting checks undertaken. These concerns should be recorded and any appropriate actions taken to safeguard children.

LOW LEVEL CONCERNS

Norcot aims to promote a culture of openness, trust and transparency in which staff are confident and clear about behaviours expected of them and their colleagues. Staff should feel empowered to raise any low-level concern about their own or colleagues behaviours.

Low level concerns may be that an adult working in the Centre may have acted in a way that:

- is not consistent with the Centre's Code of Conduct e.g being heavy handed with a child/ren, shouting, making negative comments about children/families/staff and/or
- relates to their conduct inside or outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.
- Does not meet the allegation threshold and is not considered serious enough for a LADO referral.

  This could be:
- Anything included in the Code of Conduct and Disciplinary Policies
- Being overly friendly with children;
- Having favourites;
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- Using inappropriate sexualised, intimidating or offensive language.

Any concern no matter how small should be shared with the DSL or DDSL, if the concern is about the DSL this should be shared with the Headteacher. If the concern is about the Headteacher this should be reported to the Chair of Governors.

The culture at Norcot environment should enable staff to self-refer for example if they have found themselves in a situation which may be misinterpreted, or they feel they have behaved in a way that falls below professional standards.

Any concerns must be recorded on a low level concern form (appendix 10) so that potential patterns of inappropriate behaviour can be identified. These will be discussed with the person making the report and investigated as necessary. Most low level concerns by their nature are likely to be minor and dealt with by means of management guidance, training etc. If the concern is felt to be more serious then this will be re classified as an allegation and the LADO will be contacted. Any completed low level concern forms must be stored confidentially and comply with Data protection act 2018 and GDPR.

WHISTLEBLOWING

Whistleblowing encourages and enables staff, students, volunteers and external professionals to raise concerns within the Centre rather than overlooking a problem, as part of our open culture we encourage people to report concerns without the fear of victimisation or being disloyal to colleagues.

These concerns could be about poor or unsafe practice with regards to safeguarding which can link to allegations against staff and low-level concerns but could also link to the RBC Whistleblowing policy which includes:

- Conduct which is a criminal offence or a breach of law.
- Suspected fraud or corruption
- Disclosures related to miscarriages of justice.
- Dangerous procedures or activities risking Health and Safety, including risks to the public as well as other employees.
- Discrimination or abuse on grounds of race, gender or disability or other protected characteristic.
- Damage to the environment.
- Breaches of established standards of good practice or agreed procedures
- The inappropriate use or breaches of the School's Standing Orders and financial procedures.
- Action which is contrary to the Code of Conduct for employees, or function or conduct of the Governing Body.
- Suspected sexual or physical or other abuse of clients, or
- Other unethical conduct

All concerns must be reported to the Headteacher – Katarina Bingham, Designated Safeguarding Lead – Helen Walsh or Daycare Manager – Lisa McCoy. If the concern is related to one of these people, then speak to one of the people that it is not or the Chair of Governors. All concerns are taken seriously and investigated appropriately, this could be a low level concern form, LADO referral or H.R advice. Staff can be assured they will not suffer any detriment when raising any concerns.

If staff feel unable to raise issues or feel that their concerns are not being addressed, they should report to other agencies as advised in the Early Years Foundation stage Statutory Framework September 2025:

- NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.
- Ofsted provides guidance on how to make complaints about a provider: Complaints procedure - Ofsted - GOV.UK (www.gov.uk).
- General guidance on whistleblowing can be found via: Whistleblowing for employees.

INDEPENDENT GROUPS THAT RUN WITHIN THE CENTRE:

Will be provided with a copy of this policy and inducted on its content. These groups will be required to follow the Centre's Safeguarding Policy and Procedures at all times. This includes outside professionals who are employed by us to facilitate a group or course. They will also be asked to read Keeping Children Safe in Education 2026, provide photographic identification and DBS checks.

The only exceptions are professionals who adhere to their own Safeguarding Policies and Procedures such as NHS staff who are using the Centre as a facility to run an independent group with attendees from outside the Centre. Any allegations about and external person will be reported to the LADO and allegations against staff policy followed.

REASONABLE FORCE PHYSICAL INTERVENTION

There may be circumstances where staff may need to use reasonable force physical interventions with a child such as guiding them by the arm or restraining a child. These should only be engaged in if the child is at serious risk of hurting him/herself or someone else and should be used to safeguard children and staff. Reasonable force physical interventions should involve the minimum amount of force for the minimum amount of time. All incidents of restrictive physical intervention should be reported to the DSL or DDSL using a physical restraint/seclusion incident reporting form. Any incidents are reported to Governors via the Headteachers report.

Staff follow the behaviour management policy and use positive behaviour strategies to support the children. They consider the individual needs of each child and use individual behaviour plans for children with SEN or disabilities to reduce the occurrence of challenging behaviour and the need to use reasonable force.

At Norcot Early Years Centre we believe that it is quite acceptable to appropriately make physical contact with young children, for example to give reassurance to a child who is hurt or distressed. Staff should however be aware that children respond differently to touch and a child's personal boundaries should always be respected.

CHILDREN WITH SEN AND DISABILITIES

Children with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges. Staff must be aware that there can be additional barriers for these children in recognising abuse. There may be communication barriers that do not allow the child to disclose any concerns, they may be more isolated and prone to bullying, they may be more vulnerable and targeted for grooming and other types of specific safeguarding issues. Staff should not assume that changes in behaviour, mood or any injuries are due to the child's SEND without finding out more information or discussing with DSL or deputy DSL.

CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Staff have the skills, knowledge and understanding to keep children looked after (CLA) safe. The DSL or Deputy DSL should ensure that they have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead or Deputy DSL should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. A previously child looked after potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously child/ren looked after safe. When dealing with a child/ren looked after and previously child/ren looked after, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group. A designated person will be allocated to attend Child Looked After (CLA) meetings and will work with carers and other professionals on the child's Personal Education Plan (PEP).

PHOTOGRAPHING CHILDREN

We will not allow others to photograph or film pupils during a Centre activity without the parent's permission.

We will not allow images of pupils to be used on Centre 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.

We understand that families like to take photos of or video record their children during events at the Centre. This is a normal part of family life, and we will not discourage families from celebrating their child's successes. At Centre events we remind families that photographs and video footage taken at the Centre may not be posted on the internet or sent electronically. However, the Centre cannot be held accountable for photographs or video footage taken by parents or families at Centre functions.

Occasionally contractors may need to use their phones, cameras and other electronic devices with imaging and sharing capabilities to take pictures for maintenance work, these devices will be checked before they leave to ensure that no pictures of any children are on the device.

Staff are not allowed to use their personal mobile phones whilst with the children to avoid the opportunity of unsuitable images being taken. We also reserve the right to monitor smart watch use so that staff are not distracted by them and their focus is on the children and images are not taken or shared. If staff bring in any electronic devices with imaging and sharing capabilities to use at work these can only be used in areas where children are not present e.g staff room/office.

If staff or families take their mobile phones when they go on trips these are checked upon return to the Centre to ensure no photographs of children have been taken.

We also ask families and visitors to not use their phones/electronic devices whilst in the Centre for the same reasons (unless this is for a specific event as mentioned previously).

CONFIDENTIALITY

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

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

Professional judgement should be used to ensure that information shared is relevant and proportionate.

Regardless of the duty of confidentiality, The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe, if any member of staff has reason to believe that a child, or person closely connected to the child, may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

No member of staff, student or volunteer should assure a child or family member that they will be able to give confidentiality to anything they tell them.

ONLINE SAFETY AND TECHNOLOGY

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; child criminal exploitation; radicalisation; grooming; sexual predation: technology often provides the platform that facilitates harm. It is important that children are safeguarded from potential harmful and inappropriate online materials.

The breadth of online safety is considerable but can be put into 4 areas as categorised in Keeping Children Safe in Education 2026:

- Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, racism, misogyny, self harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories,
- Contact: being subjected to harmful online interactions with other users or generative AI applications that stimulate this; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes,
- Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated using AI and online bullying,
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams

It is therefore essential that measures are put in place to reduce the risk of children having harmful exposure to unsuitable sites. The Centre has filters in place for the IT systems that we use to avoid access to unsuitable areas. Systems are regularly backed up, passwords are used for access to computers/ tablets and devices have virus protection. An online filtering and monitoring check is run every six months. Children do not have free access to electronic devices and are supervised by staff when these are in use.

Filtering and monitoring are in place to ensure staff using AI users are effectively and reliably prevented from generating or accessing harmful and inappropriate content, AI can only be used through The Key GPT system which staff have to log into.

During families induction we discuss monitoring children's technology devise use to increase parent's awareness of the dangers that can occur and what measures can be put in place e.g. filters/privacy settings to avoid contact from unsuitable people. We also email any useful information to parents about online safety.

Staff do online safety training and cyber security training annually.

We follow the DFE guidance for mobile phones in schools September 2026, and pupils do not have access to mobile phones throughout the school day. Any phones found in bags etc are taken to the office for families to collect at the end of the day following our children's belongings policy.

Staff are aware of the guidance on children's screen use in Early Years settings, screen use is limited for children and staff only use it carefully and intentionally, for specific learning and development aims, the contents are checked to ensure they are appropriate.

We have guest WIFI for professionals and visitors.

OFSTED

Inspectors will always report on whether or not arrangements for safeguarding children and learners are met or not met.

Ofsted are notified of required changes as stated in 3.105 of the Early Years Foundation stage Statutory requirments September 2026.

MONITORING AND EVALUATION

Implementation and day to day working of this policy will be monitored by the Designated Safeguarding Lead, who will liaise with the Deputy DSLs and Governors, and bring to their attention any concerns that the policy or procedures are not being adhered to. The DSL will be responsible for ensuring that the policy is updated in line with changes to statutory guidance of Berkshire West Safeguarding Children Partnership Procedures, Working together to Safeguard children 2023, Keeping Children Safe in Education 2026, Early Years Foundation Stage statutory requirements 2026 and and other documents/legislations that are applicable.

The Headteacher will report to the Governing Body termly:

- Number of children on a Child Protection Plan, Child in Need Plan or Child Looked After
- Number of staff and volunteers who have received safeguarding training
- Numbers of allegations against members of staff
- Number of concerns reported to the Local Authority Designated Officer
- Number of Discriminatory/Hate Incidents
- Number of Prevent referrals
- Number of child on child incidents
- Number of physical restraint/seclusion incidents
- Number of choking incidents
- Number of food related incidents
- Attendance monitoring
- Wellbeing monitoring
- Accident monitoring

SAFEGUARDING COMPLAINTS PROCEDURE

If you are unhappy about the way that a safeguarding issue has been dealt with please speak to the Designated Safeguarding Lead (Helen Walsh) in the first instance (unless this about the safeguarding lead, in which case please speak to the Headteacher). If you remain unhappy please contact the following people in this order: Headteacher (Katarina Bingham), Co-Chair of Governors (Dan and Jo Hilbourne), Local Area Designated Officer (LADO) 0118 937 2684.

Dissemination

A copy of this policy will be given to all new members of staff, students and volunteers working in the Centre.

Success Criteria:

1. Staff say that they feel confident that they know what to do, or who to contact, when they have concerns about children, their families or adults working in the Centre.
2. Information on Safeguarding Reporting Forms show that they are being completed appropriately and that incidents are being appropriately followed up.
3. Staff say that they believe that safeguarding procedures set out in the policy are being consistently followed throughout the Centre.
4. Staff react appropriately and report low level concerns/safeguarding allegations against staff/adults or whistleblowing concerns.
5. Content of the policy remains up to date with reference to Berkshire West Safeguarding Children Partnership Procedures and all other legislation.

Agreed by staff: October 2026

Agreed by Governors: October 2026

Reviewed: October 2026

Next Review: October 2027 by Full Governing Body and Staff

USEFUL LINKS

Berkshire West Safeguarding Children Partnership
www.berkshirewestsafeguardingchildrenpartnership.org.uk
Brighter Future for Children-Children's Single point of access
https://brighterfuturesforchildren.org/for-parents-carers/childrens-social-care/childrens-single-point-of-access/#:~:text=The%20Children's%20Single%20Point%20of,old)%20come%20in%20through%20CSPoA.
Prevent duty 2023
https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales
The Prevent Duty: an introduction for those with Safeguarding responsibilities Sept 2023
https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/the-prevent-duty-an-introduction-for-those-with-safeguarding-responsibilities#:~:text=The%20Prevent%20duty%20requires%20all,from%20extremist%20ideologies%20and%20radicalisation.
Working together to safeguard children March 2026
Working together to safeguard children 2026
Keeping Children Safe in Education 2026
https://assets.publishing.service.gov.uk/media/6a4cf903b7203c4c023fd2f3/Keeping_children_safe_in_education_2026_.pdf
Early Years Foundation Stage Framework Statutory 2026
https://assets.publishing.service.gov.uk/media/6a5105d61228eb26a4cab7af/Early_years_foundation_stage_statutory_framework_-_school-based_and_groups_2026.pdf

USEFUL TELEPHONE NUMBERS:

Children's single point of access	**0118 937 3641**
Out of Hours Emergency Team	**01344 351999**
Local Authority Designated Officer (LADO)	**0118 937 3659/0118 937 2684**

Appendix 1
Safeguarding Reporting Procedures

If you have any concerns whatsoever about a child's safety or well-being:

1. Complete the Safeguarding Children Incident Report form as soon as possible, as a matter of high priority. These forms are kept in the folders in each classroom or you can ask the DSL or DDSL.
   Do not talk to anyone else about your concern at this point. **If for any reason you are unsure if you should complete a form speak to the Designated Safeguarding Lead or a Deputy DSL IMMEDIATELY**
2. Be sure to complete the form as fully as possible. Include the child's full name **and** date of birth, the date and time and your name.
3. When completing the form ensure that the information you give is clear, precise and factual. Refer to the Guidance for Completion form, for further advice.
4. If the child has marks or injuries that you have noticed during the normal course of your work complete a Body Map, remembering to complete name, date of birth, date, time and signature.
5. Discreetly give or leave the form marked confidential to the DSL or a deputy DSL. Do not hand the form to a third party to pass on: **if no-one is available put it on the DSL's desk in an envelope marked confidential. If there is no DSL or DDSL available and you feel the child may be at immediate risk, contact Children's Single Point of Access 0118 937 3641.**
6. Discuss the contents of your form with the DSL or deputy so you are clear that it has been received; know what action will be taken and what, if anything, you need to do next. If you have any support needs as a result of what you have observed or experienced, make these know to the DSL now or at any later stage.
7. Refer to Appendix 5 What Happens When You Report A Safeguarding Incident for further information on the likely outcomes of your report. Refer to Appendix 6 if your concern about a child relates to the actions of a member of staff, student or volunteer.

Sharing information or the principle of **Need to Know**

- Every case is different and therefore it is impossible to write strict guidance on who needs to be informed about an incident.
- The general premise should be that the child's well-being is paramount, and this should be the primary consideration when deciding what information should be shared with whom.
- The discussion between the person reporting the incident and the DSL or deputy DSL should leave the person who made the report feeling clear about what, if anything, they should share and with whom.
- Do not share information with anyone else **until** you have discussed the situation with the DSL or DDSL.
- The DSL or DDSL will try to give you feedback but depending on the incident and circumstances they may be limited in what they can tell you.

Safeguarding Children - Appendix 2

Safeguarding Children Incident Reporting Form – Guidance for Completion

Name of child: Remember to write child's surname	D.O.B: ensure that this is completed
Date & time of incident:	Location:be specific
Person making report:	Date & time of writing report:
Report: Write down what happened as soon as possible. Record words used by the child and observable things such as noticeable non-verbal behaviour, rather than your interpretations or assumptions. Complete a separate body map diagram if there are observable marks on the child's body	
Incident reported to: this will be the designated Safeguarding Lead **Helen Walsh** or one of the designated deputies – **Katarina Bingham, Rachel Williams, Kathryn Sykes, Lisa McCoy, Paige Holt, Mavis Danso-Anto.**	Date and time received: reports must be passed on as quickly as possible.
Signature of person making the report and position: Sign and write down position (Teacher, EYP, Apprentice, Parent)	Date:
Summary of intended action and outcome: To be completed by DSL or DDSL. Include details of how the incident will be followed up with the reporting member of staff and what the outcome was-happy with explanation, reported to CSPoA etc.	
Signature of Designated safeguarding lead or DDSL and position: Sign and write down position	Date & time:
Signature of Parent:	Date:

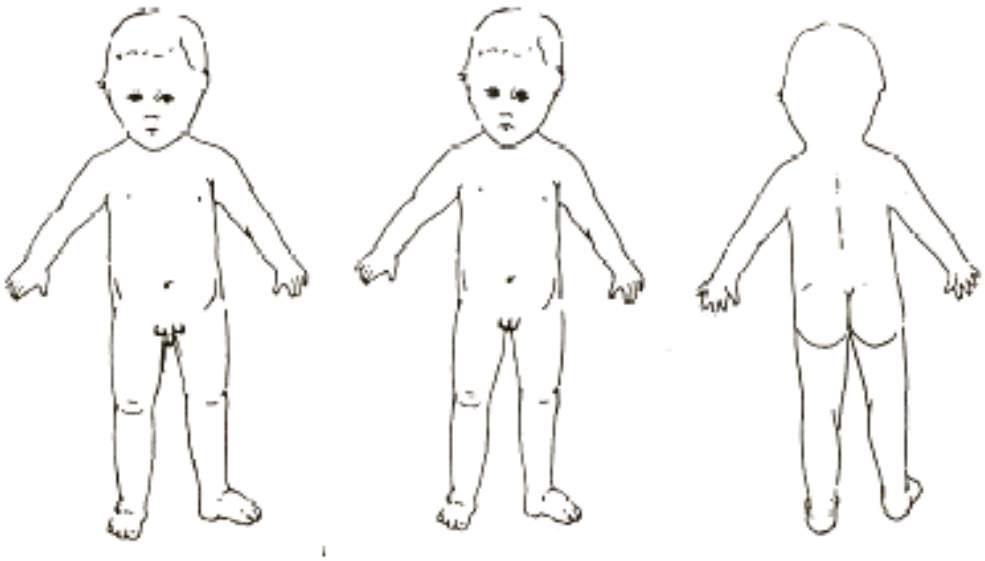
Safeguarding Children - Appendix 3

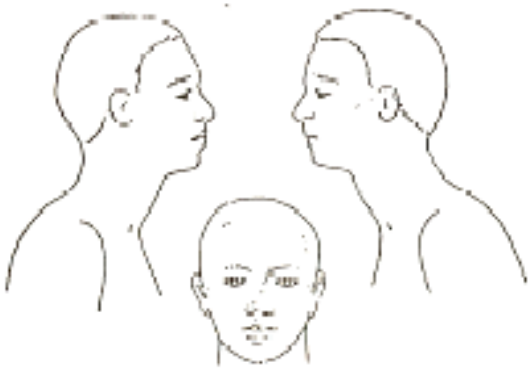
Norcot Early Years Centre: BODY MAPS FOR CHILD PROTECTION ISSUES

Forename **SURNAME** Male / Female

Date of Birth **Date of Observation**

Illustrate any concern regarding physical injury on this sheet. Indicate the position of any bruising or abrasions and approximate age where possible. Show size, shape and colour of marks observed. Bruising fades from pink-purple-blue-brown-yellow. Do not remove clothing for the purpose of the examination. Record accurately as this may be a legal document. Pass to *Designated Person* on completion.





Signature of Author **Date:**

PRINTED Name **Time:**

BODY MAP FOR CHILD PROTECTION ISSUES (0 – 4 years) STRICTLY CONFIDENTIAL

Safeguarding Children - Appendix 4
Child Abuse and specific Safeguarding issues

Abuse
A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely by others.

Sexual abuse
Sexual abuse is when a child or young person is pressurised, forced or tricked into taking part in any kind of sexual activity with an adult or young person. This can include kissing, touching the young person's genitals or breasts, intercourse or oral sex. Encouraging a child to look at pornographic magazines, videos or sexual acts is also sexual abuse.

Child sex abusers can come from any professional, racial or religious background, and can be male or female. They are not always adults - children and young people can also behave in a sexually abusive way. Usually the abuser is a family member or someone known to the child, such as a family friend.
Abusers may act alone or as part of an organised group. They sometimes prefer children of a particular age, sex, physical type or ethnic background. After the abuse, they will put the child under great pressure not to tell anyone about it. They will go to great lengths to get close to children and win their trust. For example, by choosing employment that brings them into contact with children, or by pretending to be children in internet chat rooms run for children and young people.

The signs of sexual abuse
Children who are being abused may show a number of physical and emotional changes. But remember that these signs do not always mean that a child is being abused - there may be other explanations.

Physical signs of abuse:
- pain, itching, bruising or bleeding in the genital or anal areas
- genital discharge or urinary tract infections
- stomach pains or discomfort walking or sitting
- sexually transmitted infections.

Behavioural signs of abuse:
These might include a marked change in the child's general behaviour. For example, they may become unusually quiet and withdrawn, or unusually aggressive. Or they may start suffering from what may seem to be physical ailments, but which can't be explained medically.

- The child may have difficulty concentrating.
- They may show unexpected fear or distrust of a particular familiar adult.
- Sexually explicit behaviour or language, inappropriate for their age.
- The child may describe receiving special attention from a particular adult, or refer to a new, "secret" friendship with an adult or young person.
- Starting to soil themselves.
- Sudden loss of appetite or compulsive eating.
- Becoming worried about having clothing removed.
- Talking about having a secret.
- Suddenly starting to draw sexually explicit pictures, sexualised play with dolls etc.
- Becoming isolated or withdrawn or other personality changes.

Physical abuse

Physical abuse includes hitting, shaking, kicking, punching, scalding, suffocating and other ways of inflicting pain or injury to a child. It also includes giving a child harmful substance, such as drugs, alcohol or poison. If a parent or carer reports non-existent symptoms of illness in a child, or deliberately causes illness in a child, this is also a form of physical abuse.

Physical abuse can have long-term effects on a child's health and development. It can cause physical injury, brain damage or disability and may lead to children developing emotional, behavioural or educational problems. For some children, these difficulties can continue in adulthood. For example, people who were physically abused as children may have problems with personal relationships and they may be more likely to treat their own children abusively. The child's age, the frequency of the abuse and how long it has been happening, all influence how much they will be affected by it. But sometimes a severe isolated incident can affect a child as badly as on-going abuse.

The signs of physical abuse

Bruises, black eyes and broken bones are obvious signs of physical abuse. Other signs might include:

- Injuries that the child cannot explain or explains unconvincingly
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Bruising which looks like hand or finger marks
- Cigarette burns, human bites, scalds and burns
- Bald patches
- Inappropriate clothing, particularly in hot weather (to cover injuries).

Behavioural signs

If a child is being physically abused, their behaviour may change in one or more of the following ways:

- Become sad, withdrawn or depressed
- Have trouble sleeping
- Behave aggressively or be disruptive
- Show fear of certain adults
- Have a lack of confidence and low self-esteem
- Fear of physical contact, flinching or shrinking back if touched.

Neglect

Neglect is the persistent lack of appropriate care of children, including love, stimulation, safety, nourishment, warmth, education and medical attention. It can have a serious effect on a child's physical, mental and emotional development. For babies and very young children, it can be life-threatening.

The signs of neglect

There are occasions when nearly all parents find it difficult to cope with the many demands of caring for children. But this does not mean that their children are being neglected. Neglect involves ongoing, severe failure to meet a child's needs. Signs of possible neglect include:

- If the child seems underweight and is very small for their age.
- Poorly clothed, with inadequate protection from the weather.
- Frequent absence from the Centre for no apparent reason.
- Constant hunger and/or compulsive scavenging.
- Untreated medical conditions.
- Poor social relationships.
- Constant tiredness.

Emotional abuse

Emotional abuse is when a parent or carer behaves in a way that is likely to seriously affect their child's emotional development. It can range from constant rejection and denial of affection, through to continual severe criticism, deliberate humiliation and other ways of verbally "terrorising" a child.

Signs of Emotional Neglect

It can be difficult to identify when a child is being emotionally abused. But the effects are damaging and long lasting. They can lead to serious behavioural, learning, emotional or mental disorders. All of which affect the child's chances of developing into a healthy, well-adjusted adult.

Note:

A child may be subjected to a combination of different kinds of abuse.

It is possible that a child may show no outward signs and be able to hide what is happening from everyone. Parents from all types of backgrounds may abuse their children. Staff should maintain an attitude of “it could happen here” where safeguarding is concerned.

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found from KCSIE 2026 , DfE advice and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- bullying including cyberbullying, prejudice-based and discriminatory bullying
- child abduction and community safety incidents
- children and the court system
- child missing from education
- children with family members in prison
- child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)
- county lines
- modern slavery and the national referral mechanism
- cybercrime
- domestic abuse
- drugs
- fabricated or induced illness
- faith abuse
- families facing adversity
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- hate
- homelessness
- mental health
- missing children and adult’s strategy
- child on child abuse
- private fostering
- preventing radicalisation
- relationship abuse
- serious crime
- serious violence
- sexual violence and sexual harassment between children in schools and colleges
- consensual and non-consensual sharing of nude and semi-nude images and or videos
- so, called ‘honour-based’ abuse
- trafficking

- up skirting

Child abduction and 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. Many schools provide outdoor-safety lessons run by teachers or by local police staff.
It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Children who are absent from Education
All staff should be aware that children being missing from education particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. The attendance policy is followed to monitor children's attendance and implement to ensure that we know where children are, referals are made if families cannot be contacted in the documented time frame.

Children with Family Members in Prison
Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. Any member of staff who finds out that a child has a member of their family in prison should tell the DSL or deputy DSL so that support can be made available if required.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:
• appear with unexplained gifts, money or new possessions associate with other children involved in exploitation;
• suffer from changes in emotional well-being;
• misuse drugs and alcohol;
• go missing for periods of time or regularly come home late; and

• regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education.

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

Some additional specific indicators that may be present in CSE are children who:
• have older boyfriends or girlfriends; and
• suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in-Home Office guidance: Child sexual exploitation: guide for practitioners County lines County lines is a term used to describe gangs and org**.**

County lines
County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:
• go missing and are subsequently found in areas away from their home;
• have been the victim or perpetrator of serious violence (e.g. knife crime);
• are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
• are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
• are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
• owe a 'debt bond' to their exploiters;
• have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

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. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

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 crime continues to represent one of the most significant and rapidly evolving threats within the United Kingdom's (UK) crime landscape. Offences under the Computer Misuse Act 1990 (CMA) have risen substantially.

Young people across the UK experiment with illegal online activity, often without understanding the legal or ethical implications. The impact of cybercrime extends well beyond immediate financial losses, with scope to cause disruption to national infrastructure.

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.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

Domestic Abuse
The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent or care giver abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

Domestic abuse is one of the most prevalent forms of abuse, with Women's Aid estimating that 160,000 children are currently living in households where domestic abuse is taking place. This is likely to be an underestimate, however, with much abuse remaining hidden and not coming to the attention of services. 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. Experiencing domestic abuse 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.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures as set out in paragraphs 55-61 should be followed and both young victims and young perpetrators should be offered support.

The signs of domestic abuse

Children who have witnessed domestic abuse are often:

- Afraid
- Withdrawn
- Angry
- Lacking in confidence
- Suffering from health or sleeping problems
- Struggling at school or nursery
- Ashamed to bring friends home
- Violent or showing other behaviour problems
- Physically hurt or abused.

Families facing adversity

Young people living in families facing adversity, where parents are experiencing domestic abuse, substance misuse and/or mental health problems, can be at risk of abuse and neglect.
When families are experiencing more than one adversity, this can have a cumulative effect on children's welfare.
Living in a family that's facing adversity has an impact on young people's wellbeing.
Effects can include mental health problems, poor performance at school, self-harm, suicidal thoughts and feelings, struggling to build and maintain relationships with friends or partners.
Some young people living in families facing adversity take on caring responsibilities for themselves, their siblings, and/or their parents. However, many do not see themselves as young carers, and are unaware of the support available to them.
Young people living in families facing adversity can struggle to talk to their parents about how things are affecting them.
Young people living in families facing adversity can experience difficulties getting the support they need.
Many young people living in families facing adversity are reluctant to tell others about their concerns. They may worry about themselves or their siblings being taken into care, that their parents will be unable to cope if the family is separated, that their parents' problems will get worse if the family is no longer together.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Staff should make the DSL or deputy DSL aware of any concerns. Families can be signposted and referred to the Housing department at RBC so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new

duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16- and 17-year olds who may be homeless and/or require accommodation.

Temporary accommodation notification duty
The Children's Wellbeing and Schools Act places a new duty on local housing authorities in England to notify educational institutions, health visiting services and general medical practices, when a child is placed in temporary accommodation. This notification should be made when consent has been given from the parent, those with parental responsibility or care of the child, or the child themselves in cases of 16–17-year-olds living independently from their parents.

The notification will enable school and college staff to safeguard and promote the welfare of these children at the earliest opportunity and support them to improve their outcomes. Whilst any discussion with the local housing authority should be progressed as appropriate, this notification does not, and should not, replace existing safeguarding and welfare duties nor a referral into local authority children's social care where a child has been harmed or is at risk of harm.

So-called 'Honour-Based' Abuse
So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. Actions If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the DSL or deputy DSL, who will follow the correct procedures.

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 can be: a long holiday abroad or going 'home' to visit family, a relative or cutter visiting from abroad, a special occasion or ceremony to 'become a woman' or get ready for marriage, a female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt.
FGM has been documented in 30 countries, mainly in Africa, as well as in the Middle East and Asia. There is a high prevalence of FGM in Egypt, Sudan, Ethiopia, Somalia and Sierra Leone so staff should be alert if girls are being taken away for long periods of times to any of these countries. Teachers must report FGM to the police.

FGM mandatory reporting duty for teachers
Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, 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 may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and 128 Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A (1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England). 134 they should not be examining pupils or students, 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. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. 129 Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack

Forced Marriage
Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 32-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

Preventing radicalisation Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools’ or colleges’ safeguarding approach.

• 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.

• Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. 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).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may need help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard133 to the need to prevent people from being drawn into terrorism". 134 This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders in schools should familiarise themselves with the revised Prevent duty guidance 2023: for England and Wales, especially pages 33-46, which are specifically concerned with education. Designated safeguarding leads and other senior leaders in colleges should familiar themselves with the Prevent duty guidance.

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.

The designated safeguarding lead should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: Channel guidance.

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. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). If staff become aware of any private fostering arrangements, they should inform the DSL or deputy DSL who will find out if the Local Authority are aware of the situation.

Child on child Abuse

Children can abuse other children (referred to as child-on-child abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in

sexual activity with a 138 third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Serious Violence

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy). The designated safeguarding lead should assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict.

Schools play a key role in protecting children from violence, safeguarding victims, as well as those who may be at risk of, or are involved in committing violence (who may also be victims themselves). Staff should be alert to signs that a child may be at risk of or involved in serious violence. These risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending. Schools should also try to be alert to when children might be at highest risk around the school day (for example, immediately after school). Further information on indicators, risk factors, and protective actions relating to serious violence is provided in Annex A. v

Early, evidence-based support for those considered at risk, as well as at critical points when concerns emerge, is vital. This includes access to trusted adults, social and emotional skill support, and, where available, targeted interventions such as mentoring or therapeutic support.

There are a number of indicators, which may signal children are at risk from, or are involved in committing serious violence. These may include:
• increased absence from school or college,
• a change in friendships or relationships with older individuals or groups,
• a significant decline in educational performance, • signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries, and
• 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 and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:
• being male,
• having been suspended, spent time in Alternative Provision or permanently excluded from school,
• having experienced child maltreatment,
• having been involved in offending, such as theft or robbery,
• having used drugs or alcohol in early adolescence, and • having previously been a victim or previously perpetrated violence

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school and can concentrate in particular places. These times can be particularly risky for young people involved in serious violence. It is important that schools and colleges try to understand where these places are, with a view to working with partners to promote safety for children. Listening to children and consulting with staff can help establish when and where they feel unsafe. Working with wider partners can also help build understanding of the local context beyond the school or college and help co-ordinate a collective safeguarding response around the school day.

Sexual Violence and Sexual Harassment between Children in Schools and Colleges

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:
• challenging inappropriate behaviours;
• making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
• not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
• challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

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 and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 135 as described below:

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

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent? 136 Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here: Rape Crisis England & Wales - Sexual consent
• a child under the age of 13 can never consent to any sexual activity;
• the age of consent is 16;

• sexual intercourse without consent is rape

Sexual harassment
When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so 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:

- consensual and non-consensual sharing of nudes and semi-nudes' images and/or videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
- sharing of unwanted explicit content;
- upskirting (is a criminal offence141);
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats.

Upskirting
The Voyeurism (Offences) Act 2019, 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 sex, can be a victim.

The response to a report of sexual violence or sexual harassment

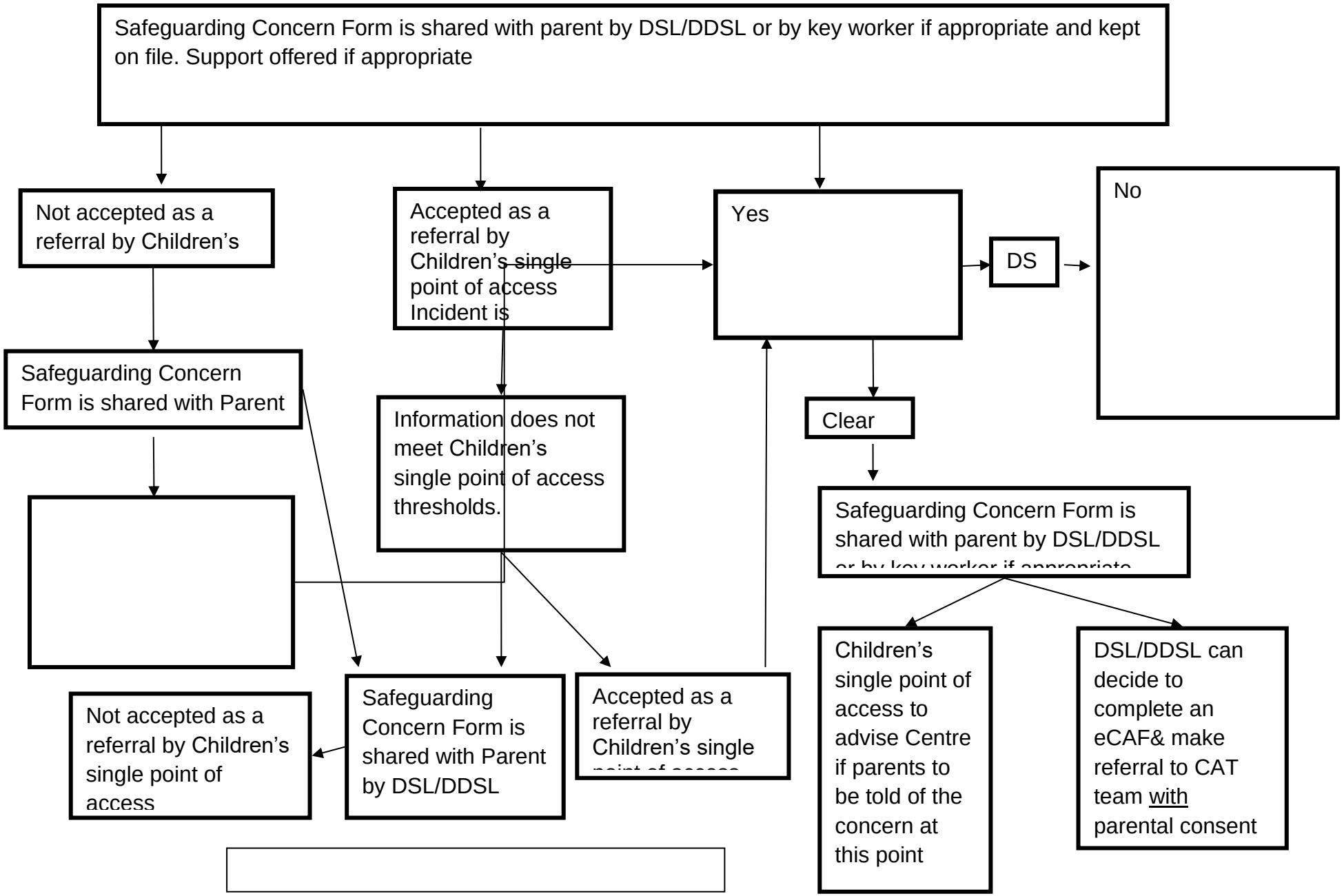
The initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Child trafficking

Trafficking is where children and young people tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual, benefit fraud, forced marriage, domestic slavery like cleaning, cooking and childcare
forced labour in factories or agriculture, committing crimes, like begging, theft, working on cannabis farms or moving drugs.
Trafficked children experience many types of abuse and neglect. Traffickers use physical, sexual and emotional abuse as a form of control. Children and young people are also likely to be physically and emotionally neglected and may be sexually exploited.

Traffickers often groom children, families and communities to gain their trust. They may also threaten families with violence or threats. Traffickers often promise children and families that they'll have a better future elsewhere.
Trafficking is also an economic crime. Traffickers may ask families for money for providing documents or transport and they'll make a profit from money a child "earns" through exploitation, forced labour or crime. They'll often be told this money is to pay off a debt they or their family "owe" to the traffickers.
Traffickers may work alone or in small groups, recruiting a small number of children, often from areas they know and live in, they may be medium-sized groups who recruit, move and exploit children and young people on a small scale or be large criminal networks that operate internationally with high-level corruption, money laundering and a large numbers of victims.
Knowing the signs of trafficking can help give a voice to children. Sometimes children won't understand that what's happening to them is wrong. Or they might be scared to speak out. It may not be obvious that a child has been trafficked, but you might notice unusual or unexpected things. They might: spend a lot of time doing household chores, rarely leave their house or have no time for playing, be orphaned or living apart from their family, live in low-standard accommodation, be unsure which country, city or town they're in can't or are reluctant to share personal information or where they live, not be registered with a school or a GP practice, have no access to their parents or guardians, be seen in inappropriate places like brothels or factories, have money or things you wouldn't expect them to, have injuries from workplace accidents give a prepared story which is very similar to stories given by other children.
Trafficking can have both short- and long-term effects and the impact can last a lifetime. Children and young people who've been trafficked might: not understand what's happened to them is abuse - especially if they've been groomed, believe they're in a relationship with their abuser and unaware they're being exploited, think they played a part in their abuse or have broken the law, feel very guilty or ashamed about the abuse they've suffered.

Keeping Children Safe in Education 2026 includes additional support, advice and links on specific safeguarding topics.


Safeguarding Concern Form is shared with parent by DSL/DDSL or by key worker if appropriate and kept on file. Support offered if appropriate
Not accepted as a referral by Children's
Accepted as a referral by Children's single point of access Incident is
Yes
DS
No
Safeguarding Concern Form is shared with Parent
Information does not meet Children's single point of access thresholds.
Clear
Safeguarding Concern Form is shared with parent by DSL/DDSL
Not accepted as a referral by Children's single point of access
Safeguarding Concern Form is shared with Parent by DSL/DDSL
Accepted as a referral by Children's single
Children's single point of access to advise Centre if parents to be told of the concern at this point
DSL/DDSL can decide to complete an eCAF& make referral to CAT team with parental consent

Allegations Management

If you have concern about someone who works with a child	How these concerns must be managed	Outcomes
If you have a concern that someone who works with children (paid or voluntary) may have: • Behaved in a way that has harmed or may have harmed a child or allowed a child to be harmed or • Committed a criminal offence against or related to a child or • Behaved towards a child in a way that might indicate that s/he is unsuitable to work with children **DO NOT INVESTIGATE** You must report your concerns following the procedures set out in the Centre Safeguarding Policy and the Berkshire Child Protection Procedures, as précised to the right.	Any allegation should be reported as soon as possible to Headteacher (or the Chair of Governors if the concern is about the Headteacher) The Headteacher or Chair of Governors must not investigate or unilaterally determine the validity of an allegation. They must report the concerns to the Reading Local Authority Designated Officer (LADO) within **one day** of the allegation coming to light. The LADO will advise whether • There is no case to answer • The matter can be dealt with within the school's disciplinary processes • A multi-agency investigation is needed If the LADO is not immediately available, urgent child protection and/or criminal offences can be reported to the Children's single point of access Team and/or Thames Valley Police.	**A Multi Agency Investigation is Warranted** The LADO will make a referral to the Access and Assessment Team and strategy meeting convened. The Headteacher or Chair of Governors and the HR provider should attend. The outcome could be • A child protection investigation and/or • A criminal investigation • Referral back to the employer • No case to answer **The Allegation can be Dealt with as a Disciplinary Matter** The school will investigate under its disciplinary process and keep the LADO informed of the progress. If child protection or criminal concerns become apparent in the investigation, the School must refer back to the LADO. If the subject is dismissed or resigns, or the Centre ceases to use their services, a referral must be made to the DBS

SAFEGUARDING CHILDREN

The Management of Concerns and Allegations against staff or volunteers who work with children
Leaflet No 2: Flow Chart (Berkshire West)

Reading Local Safeguarding Children Board

Initial Response - (immediately)
All information regarding Concerns or Allegations about staff or volunteers have to be brought to the attention of the Designated Senior Manager in the organisation as soon as possible the same day.

Stage 1: Consideration (the same day)
The Designated Senior Manager decides whether this may reach one or more Allegation Management Threshold (see Leaflet 1).

Stage 2: Consultation (within 1 working day)
The Designated Senior Manager refers for advice on managing the Allegation to the LADO Contacts below. The LADO and Reading Access & Assessment Team will consult with each other the same day to consider any immediate action to protect the welfare of children, and next steps for the LADO regarding the management of the allegation. Immediate actions and arrangements to be agreed and recorded.

Internal Management Response
(e.g. Complaints procedure, learning, training needs)

Stage 3: Child Protection Procedure
(Within 1 working day of referral)
Section 47 Strategy Discussion if at **SIGNIFICANT HARM / CRIME** threshold.

Stage 3: Suitability Evaluation
Led by Employing organisation if at **SUITABILITY / RISK OF HARM** threshold. Joint Evaluation Meeting to be held if appropriate within 2 working days.

Action by Children's Social Care and/or Police (Child Abuse Investigation Unit). To assess the welfare of the child / children and to investigate any crime.

Stage 4: Employer Action
Actions of employer completed within agreed timescale.

Criminal Proceedings

Disciplinary Process

Disciplinary Investigation

Disciplinary hearing

Referral to Disclosure and Barring Service (DBS)

Dismissal (or resigned)

Disciplinary sanctions

Referral to Regulatory Body if Applicable

The Management of Allegations – points to note at the initial stages:

Initial Response – When a potential allegation or concern about a member of staff arises, it is the responsibility of staff members to inform the Designated Senior Manager the same day, to ensure a prompt and objective consideration is carried out on the same day.

Stage 1 - Consideration: • An initial consideration to be undertaken by the Designated Senior Manager, and to refer for Consultation if the **allegation** appears to be at one or more of the Management of Allegation thresholds (see Leaflets 1 and 2).

- If it clearly does not reach any of the thresholds, the organisation should deal with any issues arising by an Internal Management Response.
- Any 'grey area' issue should be treated as needing a Stage 2 consultation.

Stage 2 - Consultation:

- The Designated Senior Manager should refer the allegation to the Reading LADO contacts below.
- The LADO leads on the management of the allegation regarding the member of staff. The Referral & Assessment Team consider any immediate action regarding the welfare of children. **See "Stage 2 Specific Issues" below, as there may be a need to refer the allegation to another Local Authority area.*
- The LADO will consult with the Referral & Assessment Team Duty Manager the same day regarding any referrals unless they clearly do not reach the threshold for involvement of children's social care, and there are no issues of the protection of the child or children.
- The Referral & Assessment Team Duty Manager will ensure the LADO is informed the same day of all referrals of allegations about staff who work with children so that the LADO can provide advice on the management of the allegation, including to the organisation.
- A decision will be made promptly, ideally the same day, as to whether the allegation is:

  At a Significant Harm / Crime threshold, and a Stage 3: Child Protection process should take place including holding a Strategy Discussion within one working day of the referral.

  Or the allegation is at a Suitability / Risk of Harm threshold, and a Stage 3: Suitability Evaluation process should take place, including holding a Joint Evaluation Meeting if appropriate within two working days.

  Or whether the allegation or concern does not meet any of the three Allegation Management thresholds, but the organisation may need to consider an Internal Management Response - for instance in terms of responding to a complaint, identifying individual or organisational learning, and additional training needs.

Stage 2 Specific Issues – Cross boundary issues:

- The lead responsibility for action under the Allegation Management procedure lies with the Local Authority for the area where the alleged incident or abuse occurred.

- If the allegation is considered to be at a Significant Harm / Crime threshold, that Local Authority Children's Social Care team and Police Child Abuse Investigation Unit must lead the Stage 3: Child Protection process and enquiries, in conjunction with the LADO for that area, who will usually chair the Strategy Meetings.
- If the allegation or concern is considered to be at a Suitability threshold, the Organisation leads on the Stage 3: Suitability Evaluation process, including holding a Joint Evaluation Meeting if appropriate. The LADO for the area where the organisation is based, will provide advice on managing the allegation or concern.
- There should be liaison between Local Authorities, in order that there is an exchange of information and a joint strategy regarding the actions of Children Social Care regarding the welfare of any children involved, and the LADO regarding advice to the organisation(s) involved.

The Government Consultation has been completed and the updated Working Together 2015 has been published

• There is local discretion with regard to the route for allegation management referrals. In Reading we are providing two points of contact, in order that there is not any delay in raising a potential concern. Contact can be made directly to the LADO or Children's Social Care.

- There is an expectation in Working Together 2023 that any response is “taken without delay and in a coordinated way”. This is best achieved by there being frequent consultation between the senior managers of the referring organisations, the LADO, and Children’s Social Care in order to ensure the welfare of children are safeguarded, and there is an effective and timely management of allegations.
- The allegation management records will be kept by the LADO, separate to those of children, and access restricted. • In Reading, the designated officers will continue to be referred to as LADOs.

Management of concerns and allegations systems.
LADO team contacts 0118 937 3659/0118 937 2684
LADO@brighterfuturesforchildren.org
Reading children’s single point of access Team - 0118 9373641

Date updated: 1.9.15

Allegations against adults who work with children

Working Together to Safeguard Children (2023) states that organisations should have clear policies in line with interagency child protection procedures for dealing with allegations against people who work with children. Those policies should make a clear distinction between an allegation, a complaint or a concern about the quality of care or practice.

Allegations as defined by KCSiE 2025 should be reported to the LADO. Complaints or concerns can be managed independently by the school or college under internal procedures.

Complaints could include: -

- Breaches of the code of Conduct
- Failure to follow policy, procedure or guidance
- Any breach of data protection or confidentiality
- Poor behaviour management
- Inappropriate use of social media
- Misadministration of medication

Concerns could include: -

- Inappropriate use of language, shouting or swearing
- Discussing personal or sexual relationships with, or in the presence, of pupils
- Making (or encouraging others to make) unprofessional comments which scapegoat, demean or humiliate children, or might be interpreted as such.

Allegations Procedure

This procedure should be used in all cases when it is alleged a member of staff, supply staff or volunteer in a school, or another adult who works with children has either:

- **behaved in a way that has harmed a child, or may have harmed a child; or**
- **possibly committed a criminal offence against or related to a child; or**
- **behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or**
- **behaved or may have behaved in a way that indicates they may not be suitable to work with children.**

When considering allegations of suitability, (the fourth criteria above) the LADOs would consider the following situations:

- Parents of children who are placed on a CIN plan or are receiving Early Help;
- Arrests for offences against adults;
- Presentation to other professionals around mental health, domestic abuse and/or substance misuse;
- Extreme political or religious viewpoints which could be considered Hate Crime;
- Concerns about behaviour in their private lives which may impact on children

the LADO criteria for intervention in any of these situations will be assessed against the likelihood and impact of transferable risk to children.

In line with our referral process:

- Report any concerns about the conduct of any member of staff, supply staff or volunteer to the headteacher as soon as possible.

- If an allegation is made against the headteacher, the concerns need to be raised with the Chair of Governor as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly.

- There may be situations when the headteacher or Chair of Governors will want to involve the police immediately, if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

- Once an allegation has been received by the headteacher or Chair of Governors, they will contact the LADO on 0118 937 3659/0118 937 2684 or LADO@brighterfuturesforchildren.org as soon as possible and before carrying out any investigation into the allegation.

- Inform the parents of the allegation unless there is a good reason not to.

- Further advice can be found here https://brighterfuturesforchildren.org/services/childrens-social-care/allegations-against-people-in-a-position-of-trust/

In liaison with the LADO, the school will determine how to proceed and if necessary, the LADO will refer the matter to Children's Social Care and/or the police.

When receiving information from outside agencies about school staff, the LADO will assess the potential for transferable risk, and make disclosure to the school where there is a likelihood of transferable risk to children and there is a pressing need.

If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in chapter 4 of 'Keeping Children Safe in Education' (2020) and the HSCP procedures.

Supply Staff

While supply staff are not the employee of the school, it is still required that the school report the allegation to the LADO.

If the matter requires an internal investigation, this will be carried out by the school in liaison with a HR rep (acting as the employer) from the supply agency.

Appendix 7 - Prevent Risk Assessment – This can be found on our website here

Annex A: Proscription Information for Sectors

This document is aimed at Prevent practitioners to help support the various specified authorities which must fulfil the Prevent duty to help prevent the risk of people becoming terrorists or supporting terrorism.

Proscription and terrorism

It is a criminal offence for a person in the UK to:

• belong to a proscribed organisation

• invite support for a proscribed organisation

• recklessly express support for a proscribed organisation(This does not need to incite violence or praise the organisation's terrorist acts)

• arrange a meeting in support of a proscribed organisation

• wear clothing or carry articles in public which arouse reasonable suspicion that an individual is a member or supporter of a proscribed organisation

• publish an image of such an item or article - such as a flag or logo - in the same circumstances

• encourage an act of terrorism – this includes glorifying, including by praising or celebrating, action in committing or preparing acts of terrorism where others may be encouraged to emulate that action. This offence can be committed recklessly.

• disseminate terrorist publications, including those which indirectly encourage the commission or preparation of acts of terrorism

Further information can be found on: Terrorism | The Crown Prosecution Service (cps.gov.uk)

FACTSHEET: Proscription - Home Office in the media (blog.gov.uk).

The Prevent duty and due diligence

Specified authorities to whom the Prevent duty applies have a duty, as per Section 26 of the Counter Terrorism and Security Act, to help prevent people from becoming terrorists or supporting terrorism. The legislation requires them to have 'due regard', which, as used in the CTSA 2015, means that the authorities should place an appropriate amount of weight on this need when they consider all the other factors relevant to how they carry out their usual functions.

OFFICIAL SENSITIVE

Specified authorities should not provide a platform for a terrorist offence to be committed, or facilitate this activity through provision of endorsement, funding or other forms of support.

It is recommended that specified authorities consider whether they should undertake their own due diligence on an individual or group to understand whether, when carrying out their functions, there are risks of people becoming terrorists or supporting terrorism.

Due diligence can help a specified authority consider whether a group or individual carries risks to their functions including reputational risks, such as by providing legitimacy to terrorist-linked organisations or undermining

confidence in their compliance with the Prevent duty. Specified authorities should also consider other duties which apply to them, such as the public sector equality duty and towards staff or service users (e.g. safeguarding).

The need for due diligence may vary, depending on the nature of the activity in which a specified authority is engaged. Similarly, the type of due diligence process which would be appropriate may differ. For example, those with safeguarding duties may have particular considerations that other specified authorities may not. Some organisations may have greater tolerance of reputational risks than others, depending on their local context, their functions and the type of activity. Due diligence for awarding contracts, for example, is likely to have specific considerations.

Any due diligence checks should be managed sensitively and proportionately, in strict accordance with legal requirements for information sharing under the data protection legislation.

When conducting due diligence it is good practice to:

• record due diligence outcomes, including the rationale for any decision making

• have a clear policy which sets out the expectations on the person conducting the due diligence check

• consider the purpose, reasonableness and appropriateness of any check or information gathering

• have clear levels for any risks found during the check (e.g. high; medium; low)

• ensure that there are appropriate processes to respond according to the level of risks identified

• seek advice from your local Prevent lead or the police if there are concerns over specific risks

• remember that potential criminality should be referred to the police

Appendix 8 Fundamental British Values

Fundamental British Values in the Early Years
The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the Early Years Foundation Stage curriculum.

To help demonstrate what this means in practice, we have worked up the following examples based on what is in the statutory guidance. They are just that – examples - and not exhaustive, but hopefully useful to you. We have shared these with DfE who agree they are helpful examples.

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development

As part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and others' behaviour and its

consequences, and learn to distinguish right from wrong.

- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staffs should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

What is not acceptable is:

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge gender stereotypes and routinely segregate girls and boys
- isolating children from their wider community
- failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Norcot Fundamental British Values Charter

BRITISH VALUES CHARTER

At Norcot, we teach British values as part of spiritual, moral, social and cultural curriculum. Fundamental British values are important democratic values. There are many people all over the world who live by democratic values. Each value represents an ideal that is important to communities across the UK. Overall, the goal of these values is to enable people to be part of a democratic society and to help them to look after others around them. As part of this, we

DEMOCRACY

- Give children the chance to vote for choices in activities.
- Talk about voting through role-playing voting.
- Offer children choices so that they have control and power over their lives.
- Create an environment which is a safe space to share ideas, make mistakes and try again.
- Value children in their views and opinions, we follow children's interests when planning activities.
- Encourage children to make requests and decisions.
- Support children to understand that they are part of a family, classroom, Norcot and the community.
- Encourage children to value each other's views and talk about their feelings, their likes and dislikes.
- Offer opportunities for children to take turns, share, discuss and collaborate in a range of activities.
- Encourage children to listen to each other and to value everyone contribution.

RULE OF LAW

- Create class rules, Norcot rules and discuss why rules are needed
- Encourage and support children with learning about right from wrong.
- Help children to understand their own and others' behaviour and feelings, consequences of their actions.
- Help children understand how to keep themselves safe and how to resolve conflicts appropriately.
- Create an environment in which actions are always followed through.
- Encourage children to take turns, share and cooperate.
- Children have the opportunity to learn about the jobs of those involved with the rule of law.

INDIVIDUAL LIBERTY

- Provide opportunities to develop children's self-esteem and confidence in their own abilities.
- Encourage children to develop a positive sense of themselves, to celebrate their personal achievements.
- Ensure children know that their questions, ideas and opinions will be valued and respected.
- Enable children to take on challenges, risks and responsibilities, showing perseverance and resilience.
- Encourage children to explore their thoughts and feelings with those that they trust.
- Allow children to develop their independence, follow their own ideas/ interests, have aspiration.
- Ensure that all children engage in a wide range of activities and are not limited by stereotypes.
- Encourage children to express their own views and respect the fact that others may have different views.

MUTUAL RESPECT AND TOLERENCE OF DIFFERENT FAITHS AND BELIEVES

- Encourage children to reflect on their similarities/ differences and foster an inclusive approach.
- Create an environment that includes respects different faiths, cultures, views, ethnicities, LGBTQ+.
- Provide opportunities to make links with the local community.
- Encourage children to see themselves as part of a wider community.
- Help children to learn about other faiths, cultures, traditions, families, communities and ways of life and to be curious and appreciative.
- Encourage children to share their own experiences and respond to the experiences of others.
- Learn about festivals and special days, different types of family units and different occupations.
- Encourage children to appreciate similarities as well as differences, helping them to build constructive and respectful relationships.

Appendix 9. Curriculum Teaching Safeguarding in Curriculum

Overarching theme is to develop confident children, with high self-esteem, who know right from wrong and where to go if they are worried about something. To know that there are trusted adults. To be able to communicate their thoughts and feelings.

Evidence of ageappropriate teaching of:	What it means in EYFS	End Point	Other
harassment, coercion, grooming	• Teaching children to stand up for themselves • Helping children talk about their emotions • Knowing they have trusted adults in their life	C&L 11 EAD 1, 2, 3, 10, PSED 2, 5, 6, 9, 10, 11, 12, UW 12	
boundaries and consent	• talk about feelings • our body belongs to us • modelling/teaching "stop I don't like that" • learning how to share a space • staff ask children for permission when changing their napping and hand massage	C&L 8 EAD 10, 13 PSED 11, 12, 14	https://www.youtube.com/watch?v=https://www.youtube.com/watch?v=-lL07JOGU5olL07JOGU5o https://www.nspcc.org.uk/keepinghttps://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/children-safe/support-forhttps://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/parents/pants-underwear-rule/
child on child abuse	• being kind to our friends • learning how to resolve conflicts • protecting them from being both a 'victim' and a 'perpetrator' • know their body is private – eg: teaching that taking down/up clothes happens in the cubical when toileting. • Being private in toilets (only one child in a cubical)	EAD 6, 8, 9, 10, 11, 12 PSED 3, 6, 9, 10, 11, 12, 16, 12 C&L 11, EAD 12,	

online safety	• having an adult with them when online.	EAD 10 PSED 7, 8, 9, 11,	reading spine books smartie the penguin resource incidental teaching when using technology
	• Knowing what to do if they see something that upsets them		Having firewalls (and 6 monthly filtering) on internet. Children do not have access to the internet unsupervised at nursery.
discriminatory language	• Challenging discriminatory behaviour, language, negative labels, attitudes and stereotypes. Race, gender, appearance etc • Diversity day and celebrations of a wide range of festivals.	EAD 1, 2, 3 PSE D 2, 6, 9, 10, 16 UW 4, 12, 13	Reading spine books selected to cover diversity
SRE (record of consultation)	• Body part names TBC • Talking about the body parts of dolls – important to have • anatomically correct dolls. Relationships with friends and family	C&L 3 EAD 8, 10, PD 13 UW 12 PSE D 5, 6, 11,	https://www.youtube.com/watch?v=https://www.youtube.com/watch?v=-lL07JOGU5olL07JOGU5o • Talk about Body Parts All The Time. ... • Point to Animal Parts. ... • Sing Songs about Body Parts. ... • Learning Through Questions. ... • Read Body Part Books. ... • Hang Posters of the Human Body. ... • Play Simon Says. ... • Work on Body Part Puzzles.
body confidence and self esteem	• Making sure children feel good about themselves • Celebrating a wide range of religious • festivals Celebrating successes/things • they are proud of. Talking about how we use different parts of our amazing bodies.	EAD 10, 13 PSE D 2, 6, 9, 10, 11, 13, 14, 15, 16 UW 4,	

		PD 8, 9, 13	
local contextual issues/ mitigation	• road safety • stranger danger	M 12, PSE D 2, 7, 8, 9, 11, PD 1	Topics to include Road safety/ Stranger danger

Appendix 10. Low level concern form

LOW-LEVEL CONCERN FORM

Please use this form to share any concern – no matter how small, and even if no more than a 'nagging doubt' – that an adult may have acted in a manner which:

- is not consistent with the Centre's Code of Conduct e.g being heavy handed with a child/ren, shouting, making negative comments about children/families/staff and/or

- relates to their conduct inside or outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.

You should provide a concise record – including a brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible – of any concern and relevant incident(s) (please use a separate sheet if necessary). The record should be signed, timed and dated and given to the DSL or a DDSL as soon as possible.

Name of reporting staff member	**Job title**
Name of adult concerned	**Job title**
Details of concern	
Signed (member of staff reporting)	**Date and Time**
Received by (DSL/DDSL)	**Date and Time**
Action taken	
Signed (DSL/DDSL)	**Date and Time**