St Mary's Church of England Primary School

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Child Protection and Safeguarding Policy

September 2026-2027

POLICY: Child Protection & Safeguarding Policy
APPROVED BY: Full Governing Body
APPROVED DATE: September 2026
REVIEW DATE: September 2027
This policy is statutory and reviewed by FGB annually

At St Mary's Church of England Primary School, safeguarding and child protection is everyone's responsibility.

safeguarding@stmarys.slough.sch.uk

Governors' Committee Responsible for this policy: Full Governing Body

The policy must be reviewed and updated at least annually and/or following any updates to national and local guidance and procedures

School Safeguarding Team

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Contents

1. Aims 2
2. Legislation and statutory guidance 2
3. Definitions 3
4. Equality statement 4
5. Roles and responsibilities 5
6. Confidentiality 8
7. Recognising abuse and taking action 10
8. Online safety and the use of mobile technology 25
9. Notifying parents or carers 27
10. Pupils with special educational needs, disabilities or health issues 27
11. Pupils with a social worker 28
12. Looked-after and previously looked-after children 28
13. Pupils who are lesbian, gay, bisexual or gender questioning 29
14. Complaints and concerns about school safeguarding policies 30
15. Record-keeping 30
16. Training 31
17. Monitoring arrangements 32
18. Referrals to regulatory and safeguarding bodies 32
19. Links with other policies 33
References and Authorities 33

1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2. Legislation and statutory guidance

This policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2026) and Working Together to Safeguard Children (2026), and the Maintained schools governance guide. We comply with this guidance and the arrangements agreed and published by our 3 local **safeguarding partners** (see section **3**).

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to have completed safer recruitment training
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- The new Information Sharing Duty established through the Children's Wellbeing and Schools Act 2026, which inserts new section 16LA into the Children Act 2004 which says that information is a legal duty (DfE stat guidance template)

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting a specific group of pupils (where we can show it's proportionate). This includes a duty to make reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as: sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination
- Operation Encompass statutory guidance, which explains that the police must notify our school of any incidents involving domestic abuse
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the '2018 Childcare Disqualification Regulations') and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets the requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage

Our safeguarding arrangements are underpinned by the Slough Safeguarding Partnership. We follow the Pan Berkshire Child Protection Procedures and the Slough Multi-Agency Safeguarding Children Partnership Procedures. All staff are expected to understand and comply with local safeguarding processes, including referral procedures, thresholds of need, information sharing requirements, and inter-agency working arrangements.

3. Definitions

Safeguarding and promoting the welfare of children means:

- 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** is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.
- **Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.
- **Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.
- **Sharing of nudes and semi-nudes** (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.
- **Children** includes everyone under the age of 18.
- The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:
- The local authority (LA)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- The chief officer of police for an area in the LA area
- **Victim** is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.
- **Alleged perpetrator(s)** and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

4. Equality statement

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

- We give special consideration to children who:
- Have special educational needs and disabilities (SEND) or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language (EAL)
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing or absent from education for prolonged periods and/or frequently
- Whose parent/carer has expressed an intention to remove them from school to be home educated

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship (including coercive and controlling behaviour)
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
- What constitutes sexual harassment and sexual violence and why they're always unacceptable

5.1 All staff

All staff will:

- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- Undergo child protection training (including online safety, and an understanding of the expectations, roles and responsibilities in relation to filtering and monitoring) that is regularly updated and considered as part of the whole-school approach. They should also receive regular safeguarding and child protection updates as required, and at least annually.
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns

All staff will be aware of:

- Our systems that support safeguarding, including this child protection and safeguarding policy, the staff behaviour policy/code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, online safety policy, monitoring and filtering and the safeguarding response to children who go missing from education/who are absent from education.
- The school's unauthorised absence procedures and children missing education procedures
- The early help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- The process for community-based Family Help assessments

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse, neglect and exploitation, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)

The safeguarding issues that often overlap and can put children at risk of harm, including:

- Drug taking and/or alcohol misuse
- Unexplainable and/or persistent absences from education
- Serious violence, criminal exploitation (including that linked to county lines), radicalisation
- Consensual and non-consensual making or sharing of nudes or semi-nudes
- New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children
- That a child and their family may be experiencing multiple needs at the same time
- What to look for to identify children who need help or protection
- Section **16** and appendix 4 of this policy outline in more detail how staff are supported to do this.

5.2 The designated safeguarding lead (DSL)

- The DSL is a member of the senior leadership team. Our DSL is Melissa Whatley. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.
- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.
- A member of the Safeguarding Taskforce can be contacted outside of term time during working hours via safeguarding@stmarys.slough.sch.uk
- When the DSL is absent, the deputies – Gemma Wood, Grant Fuller, Gael Robinson and Saba Khan – will act as cover.
- The DSL will be given the time, funding, training, resources and support to:
    - Provide advice and support to other staff on child welfare and child protection matters
    - Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
    - Contribute to the assessment of children
    - Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service (DBS), and/or police), and support staff who make such referrals directly
    - Have a good understanding of harmful sexual behaviour
    - Have a good understanding of the filtering and monitoring systems and processes in place at our school
- Musa Ali, Prevent Lead, will make sure that staff have appropriate Prevent Training and induction
- The DSL will also:
- Keep the headteacher informed of any issues
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies

- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- Ensure that child protection files are kept up to date
- Where children leave school, ensure their child protection file is transferred to the new school
- The DSL and any deputies should undergo training every 2 years.
- In addition to formal training, their knowledge and skills should be updated at regular intervals, and at least annually.

5.3 The governing board

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Ensure that all staff who work directly with children read **at least part 1** of Keeping Safe in Education (KCSIE) and those staff who do not work directly with children read **part 1** of KCSIE
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a safeguarding governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure the school has a policy in respect of the use of restrictive interventions, including the use of reasonable force and which reflects that the adoption of a 'no contact' policy can leave staff unable to fully support and protect pupils
- Ensure the school has appropriate cyber security systems in place

Ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness. This includes:

- Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
- Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

Make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

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

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

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

- All governors will read Keeping Children Safe in Education in its entirety.
- Section 16.3 of this policy has information on how governors are supported to fulfil their role.

5.4 The headteacher

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

- Ensuring that staff (including temporary staff) and volunteers:
- Are informed of our systems that support safeguarding, including this policy, as part of their induction
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- Overseeing the safe use of technology, and devices like mobile phones and cameras in the setting

5.5 Virtual school heads

Virtual school heads (VSHs) have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

VSHs also have a non-statutory responsibility to promote the educational achievement of children in kinship care (children who live with a relative or close family friend).

They should also identify and engage with key professionals, e.g. DSLs, special educational needs co-ordinators (SENCOs), social workers, mental health leads and others.

6. Confidentiality

Confidentiality, Information Sharing and Data Protection

St. Mary's CE Primary School recognises that effective safeguarding of children depends upon the appropriate sharing of information with relevant professionals and agencies. Whilst staff must respect the importance of confidentiality, they must never promise confidentiality to a child where safeguarding concerns exist.

The school will process and store personal information in accordance with UK data protection legislation and the school's Data Protection Policy. Information will be kept secure and shared only on a need-to-know basis. However, data protection legislation does not prevent the sharing of information where there is a lawful basis to do so, particularly where failure to share information may place a child at risk of harm.

The school recognises:

- The importance of having clear arrangements in place to ensure information is shared appropriately within the school and with local authority children's social care, safeguarding partners, and other relevant agencies and professionals where necessary
- Concerns about sharing information must never prevent staff from taking action to promote a child's welfare or protect them from harm
- The Data Protection Act 2018, the Data (Use and Access) Act 2025, and the UK GDPR do not prevent or restrict the lawful sharing of information when it is necessary to safeguard and promote the welfare of children
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

Where safeguarding concerns arise, the Designated Safeguarding Lead (DSL) must share information with:

- Children's Social Care.
- Thames Valley Police.
- Health professionals and services.
- The Slough Safeguarding Partnership.
- Other schools, educational settings, and local authority services where appropriate.
- Any other agency involved in protecting or promoting the welfare of a child.

The school follows the procedures and expectations of the **Slough Safeguarding Partnership**, whose safeguarding partners are:

- Slough Borough Council
- Thames Valley Police
- Buckinghamshire, Oxfordshire and Berkshire West Integrated Care Board (BOB ICB)

Information sharing will take place in accordance with local multi-agency safeguarding procedures, including the **Pan Berkshire Child Protection Procedures** and the **Slough Multi-Agency Safeguarding Children Partnership Procedures**. These procedures set out local expectations regarding inter-agency working, referral processes, information sharing, and child protection arrangements.

All staff should understand that the safeguarding of children is of paramount importance and that concerns about a child's safety or welfare will always take precedence over the need to maintain confidentiality. Information will be shared without consent where there is a lawful basis to do so, including when this is necessary to protect a child from harm.

Related Policies:

- Data Protection Policy
- Online Safety Policy
- Child Protection and Safeguarding Policy
- Staff Code of Conduct

This wording is fully aligned with KCSIE requirements and references Slough's local safeguarding arrangements.

- Timely information sharing is essential to effective safeguarding.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- The Data Protection Act (DPA) 2018 and the UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- If staff need to share special category personal data, the DPA 2018 contains "safeguarding of children and individuals at risk" as a processing condition that allows practitioners to share information without consent if:
    - it is not possible to gain consent;
    - it cannot be reasonably expected that a practitioner gains consent; or
    - gaining consent would place a child at risk.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
- There is no definitive answer, because even if a victim does not consent to sharing information, staff may still lawfully share it if there is another legal basis under the UK GDPR that applies.
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.
- The DSL should consider that:
    - Parents or carers should normally be informed (unless this would put the victim at greater risk).
    - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care.
    - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment – for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- The government's information-sharing advice for safeguarding practitioners includes 7 "golden rules" for sharing information (including personal information) and will support staff who have to make decisions about sharing information.
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy).
- Confidentiality is also addressed in this policy with respect to record-keeping in section 15, and allegations of abuse against staff in appendix 3

7. Recognising abuse and taking action

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:

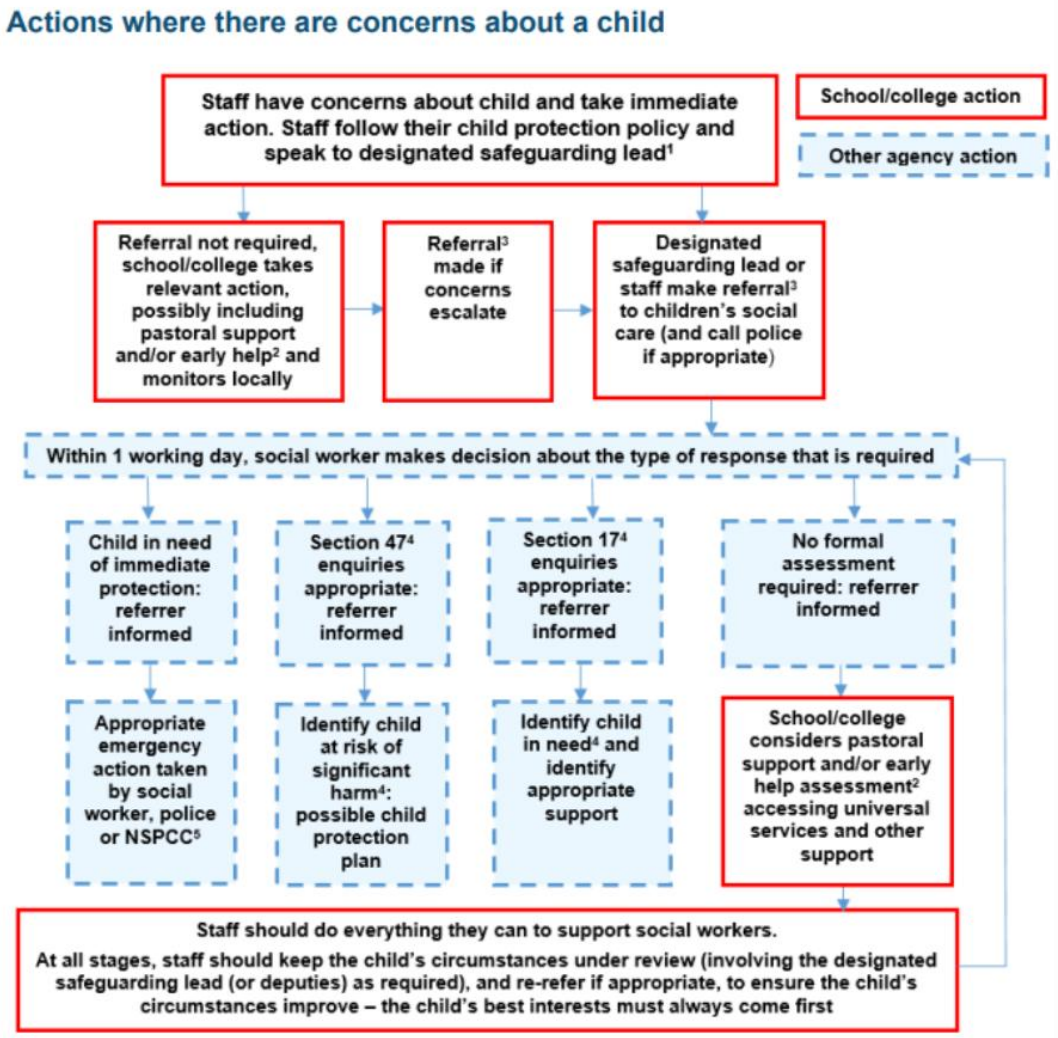
- Has a disability
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime

- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from school, or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded
- Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.
- Please note – in this and subsequent sections, you should take any references to the DSL to mean 'the DSL (or deputy DSL)'.

7.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to local authority children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. **Anyone can make a referral.**

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly. See the following link for reporting abuse to your local council - https://www.gov.uk/report-child-abuse-to-local-council



- In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of KCSIE.
- Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.
- Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.
- Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.
- This could include applying for an Emergency Protection Order (EPO).

When Staff Receive Disclosures of Information

Disclosures of information may be received from child, parents/carers or other members of the public. It is recognised that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity and care.

When receiving a disclosure from an individual, staff will:

- allow them to speak freely; not be afraid of silences, listen to and take seriously any disclosure or information that a child may say.
- remain calm and not overreact.
- avoid admonishing the individual for not disclosing earlier.
- give reassuring nods or words of comfort, - 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- try not to show signs of shock, horror or surprise.
- not express feelings or judgments regarding any person alleged to have harmed the child.
- clarify the information.
- under no circumstances ask investigative questions - such as how many times this has happened, whether it happens to siblings too, or what does the child's mother think about all this; (however, it is reasonable to ask questions to clarify understanding and to support a meaningful referral if that is required, e.g. when did this happen, where did this happen?).
- keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?" rather than, 'Did x hit you?'
- at an appropriate time (using professional judgment) explain sensitively that to help them, the member of staff must pass the information on to the DSL.
- explain that only those who 'need to know' will be told.
- explain what will happen next and that the individual will be involved as appropriate.

Completing the Record of Concern

- It is important that all staff use one consistent system for the recording of concerns. Therefore, staff are to use CPOMs. This is then alerted to the Safeguarding Team who will address the concerns immediately.
- Records of safeguarding / child protection observations or concerns can be completed electronically or as a paper version. Records are to be signed, dated and timed by the member of staff making the record.
- Such records are to include, in addition to the name, address and age of the child, timed and dated observations describing the child's behaviour, appearance (using skin's form), statements/remarks made to staff or other children and observations of interactions between the child, other children, members of staff and/or parents that give rise to concern. Where possible and without interpretation, the exact words spoken by the child or parent will be recorded.
- Once completed the form must be passed straightaway to the Designated Safeguarding Lead, who will complete the form to confirm what action has been taken.

Notifying Parents

- The DSL will contact the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from Children's Social Care.

Making a Referral to Children's Social Care

- The DSL will make a referral to Children's Social Care (or Police), if it is believed that a child is suffering or is at risk of suffering significant harm. However, the statutory guidance 'Keeping Children Safe in Education 2026 also notes in paragraph 15, that in 'exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken', any member of staff can contact Children's Social Care.
- The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk of the child.

Staff Reporting Directly to Child Protection Agencies

Staff should follow the reporting procedures outlined in this policy, whereby they would normally report any concerns to the DSL. However, as emphasised in 'Keeping Children Safe in Education 2026, they may also share information directly with Children's Social Care and/or the Police if:

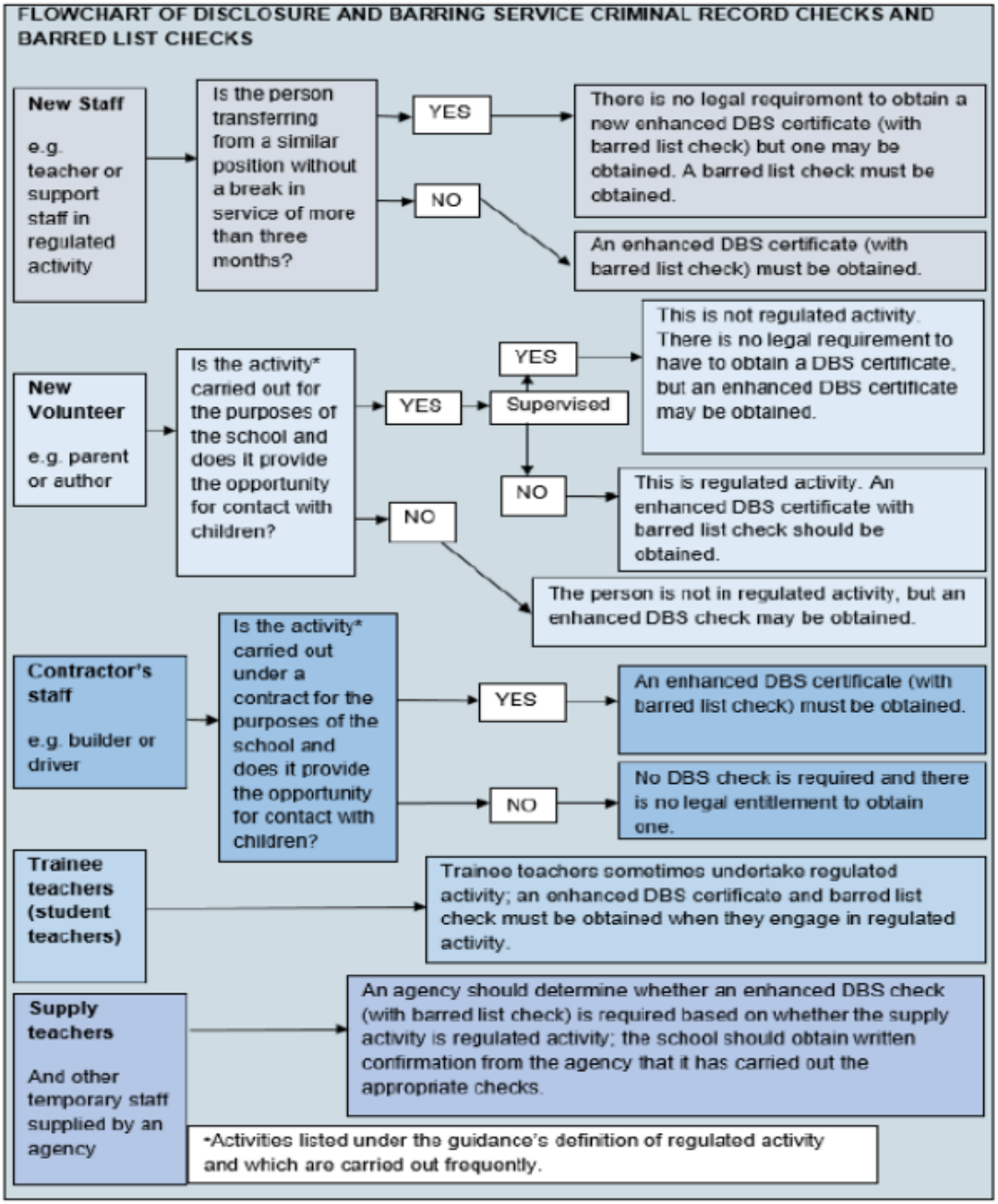
- the situation is an emergency and the DSL, the deputy DSL, the Head teacher and/or the chair of Governors are all unavailable.

- they are convinced that a direct report is the only way to ensure the child's safety; and/or
- for any other reason they make a judgment that a direct referral is in the best interests of the child.

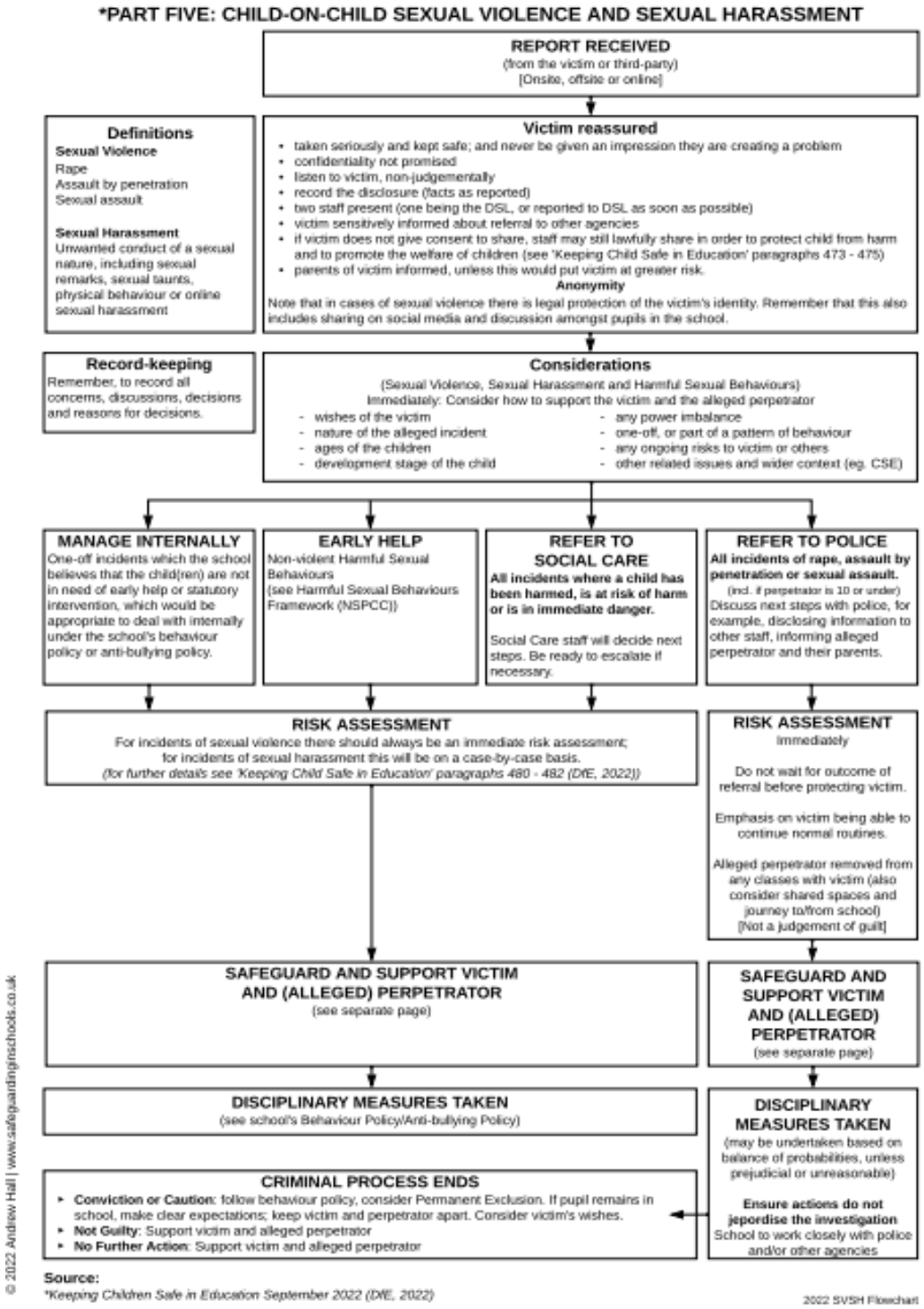
In any of those circumstances, staff may make direct child protection referrals and share information without being subject of censure or disciplinary action. However, staff should inform the DSL and/or Head teacher at the earliest opportunity that they have done so unless in their judgment doing so would increase the risk of harm to the child.

DBS Procedures

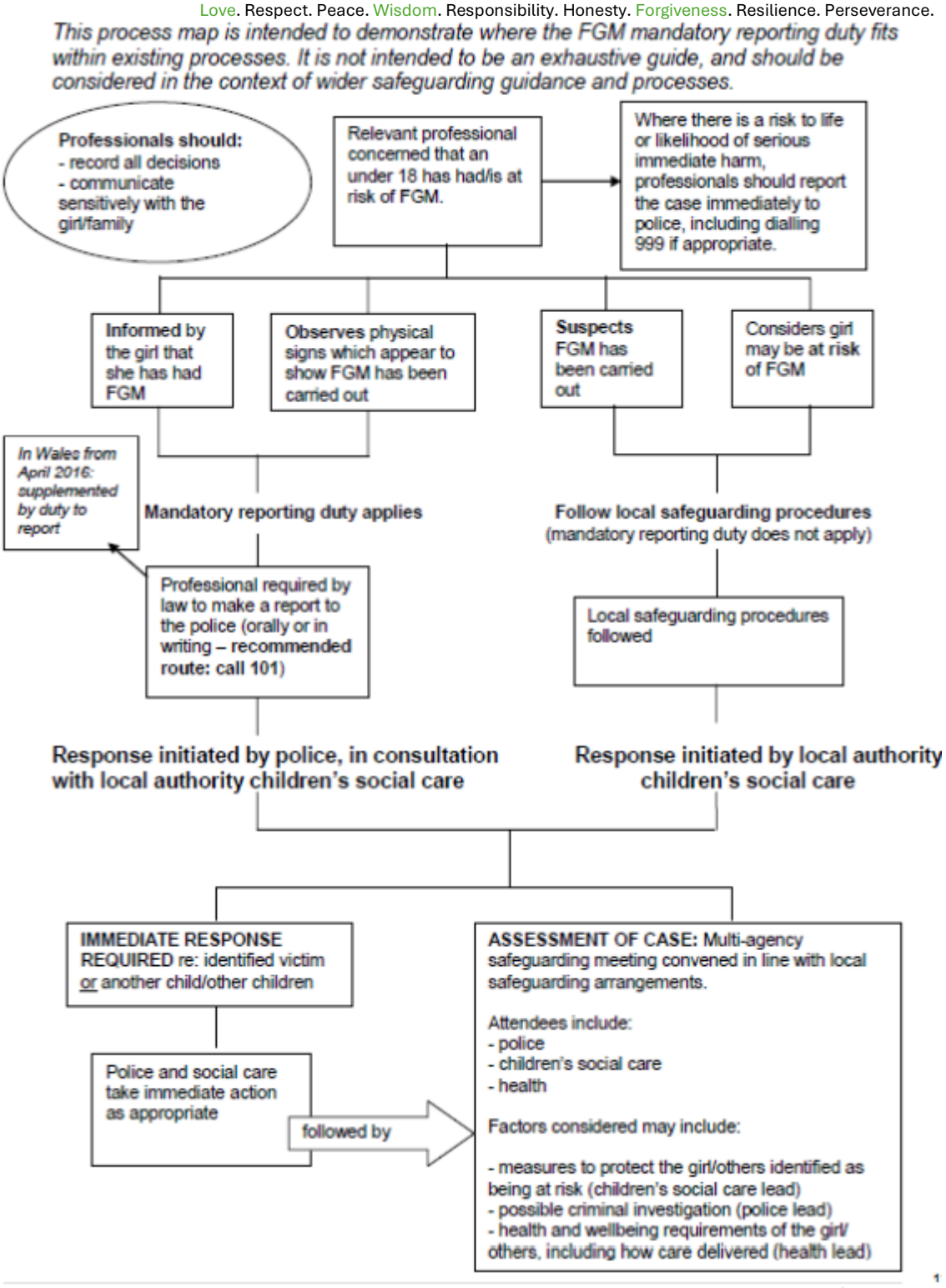
Under safer recruitment all DBS checks are undertaken. At St Mary's, checks are carried out by the HR department. They are required to follow the flow chart below.



Managing child on child sexual violence and sexual harassment



Procedures for reporting FGM Flow Chart



7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret

- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to local authority children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

We will ensure that staff have sufficient understanding and use of English to ensure the well-being of children in their care. For example, to keep records in English, liaise with other agencies in English, be able to summon emergency help, and understand instructions, for example about the safety of medicines or food hygiene.

7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting' 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4 of this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to, they should also discuss the case with the DSL and involve local authority children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.

The DSL will follow Slough Safeguarding Partnership procedures and make a referral to Slough Children's Trust (First Contact) where there are concerns that a child is at risk of, or has suffered, significant harm. If a child is believed to be at immediate risk, staff must contact the Police on 999 without delay. In line with the mandatory reporting duty, regulated professionals who discover that an act of FGM appears to have been carried out on a girl under 18 must make a report to the Police and inform the DSL as soon as possible. Concerns and actions taken will be recorded in accordance with the school's safeguarding and child protection procedures

Slough Children's Trust (First Contact): 01753 875362

Police: 999 (emergency) / 101 (non-emergency)

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early help assessment

If an early help assessment is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Slough Early Help Assessment

The Slough Early Help Assessment (EHA) is a multi-agency assessment used to identify the needs of children, young people and families at the earliest opportunity and to provide coordinated support before difficulties escalate. Early Help is aimed at improving outcomes through a strengths-based approach, bringing together relevant professionals and services to develop a plan that addresses identified needs.

The assessment:

- Identifies additional needs and concerns affecting a child or family.
- Records the views, strengths and needs of the child and family.
- Supports information sharing between agencies with consent where appropriate.
- Helps professionals coordinate support through a Team Around the Family (TAF) approach.
- Ensures children and families receive the right help at the right time, reducing the need for statutory intervention.

Where concerns indicate that a child may be suffering, or is likely to suffer, significant harm, safeguarding procedures and referrals to Children's Social Care should be followed immediately, rather than relying on the Early Help process alone.

For Slough Early Help referrals and guidance, professionals can access services through Slough Children First and local multi-agency Early Help arrangements.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority should make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Slough Children First Referral and Escalation Procedures

Where there are concerns about a child's welfare, staff must make a referral to Children's Social Care via Slough Children First, following the Berkshire Threshold Guidance and Pan Berkshire Child Protection Procedures. Concerns should be discussed with the Designated Safeguarding Lead (DSL) without delay and a written record of concerns must be

completed. Where a child is at immediate risk of harm, a referral must be made immediately and, where necessary, the police contacted via 999.

Escalation of Concerns

If a member of staff believes that appropriate action has not been taken, or disagrees with a decision made by another agency, they must escalate their concerns through the school's safeguarding procedures and the Slough Safeguarding Partnership's professional disagreement and escalation processes. Professional challenge should always be respectful, timely and focused on achieving the best outcomes for the child.

The escalation process should:

- Keep the child at the center of all decision-making.
- Seek resolution at practitioner level in the first instance.
- Escalate concerns through line management and safeguarding leads where disagreements remain unresolved.
- Ensure that delays do not prevent action being taken to safeguard a child.
- Maintain clear records of concerns raised, decisions made and actions taken.

Staff should be aware that safeguarding concerns can be referred directly to Slough Children First if they believe a child is at risk of significant harm and immediate action is required.

Slough Children First Contact Details

- General enquiries: 01753 477321
- Concerns about a child: 01753 875362

7.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree to a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include the police or Channel, the government's program for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or the local authority children's social care team.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

7.6 If you have a concern about mental health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Mental health problems can also, in some cases, develop into safeguarding concerns (for example, self-harm).

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise, including:

- Significant changes in behaviour,
- Ongoing difficulty sleeping
- Withdrawing from social situations
- Not wanting to do things they usually like
- Physical signs of self-harm or neglecting themselves

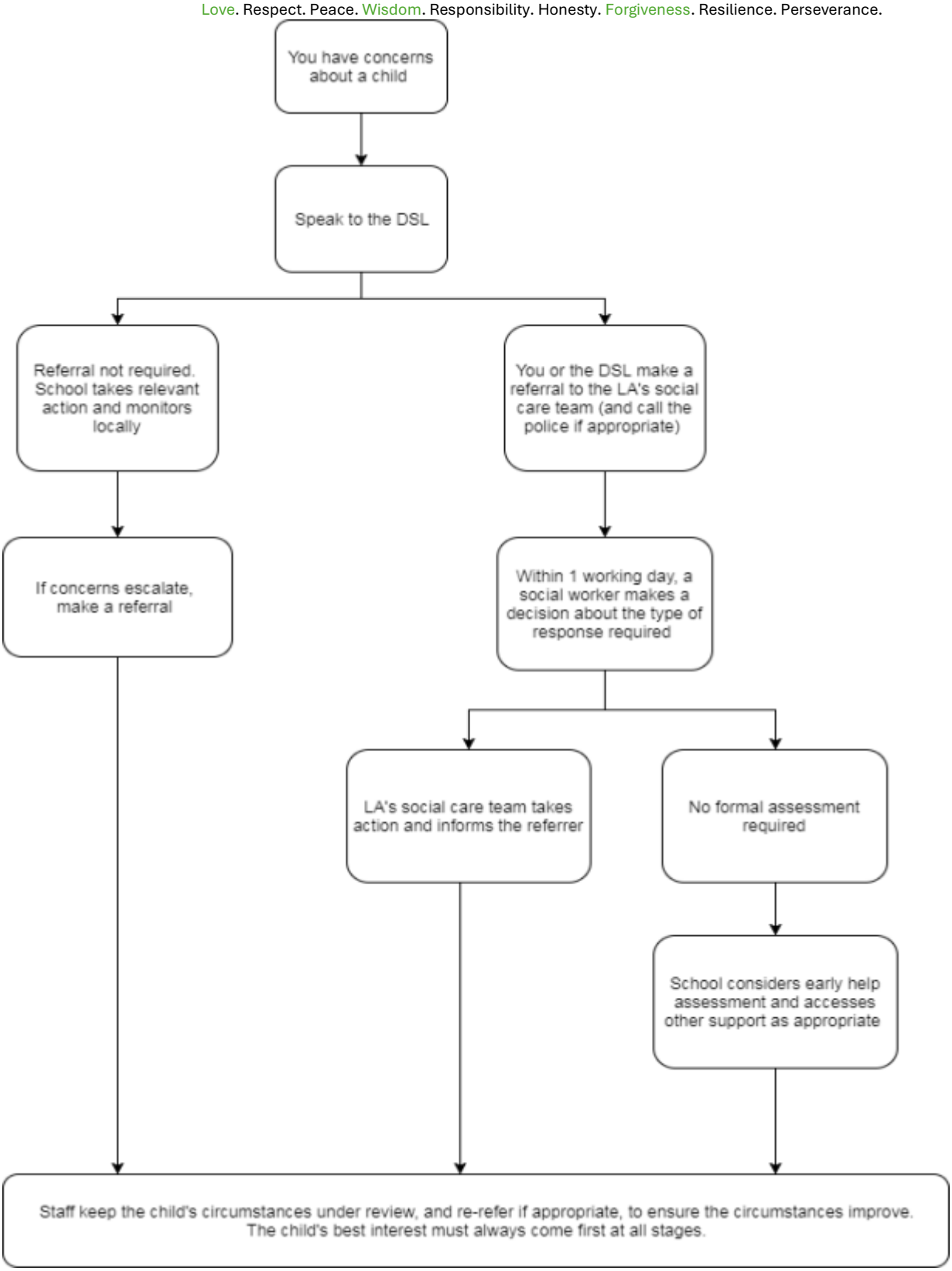
If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

See the Department for Education guidance on mental health and behaviour in schools for more information - https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



7.7 Concerns about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/chair of governors will then follow the procedures set out in appendix 3, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

7.8 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

See appendix 4 for more information about child-on-child abuse.

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images

- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing-type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below)
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment

Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    - Children can show signs or act in ways they hope adults will notice and react to.
    - A friend may make a report.
    - A member of staff may overhear a conversation.
    - A child's behaviour might indicate that something is wrong.
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or local authority children's social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing.

7.9 Sharing of nudes and semi-nudes ('sexting')

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)
- The DSL will make an immediate referral to police and/or children's social care if:
- The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident. See appendix 4 for more information on assessing adult-involved incidents
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to their SEN)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through firstly contacting Slough Children First for advice and then calling the police 101 if it is non urgent and 999 if urgent investigation needs to take place such as recovering potential evidence.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 15 of this policy also apply to recording these incidents.

Curriculum coverage

Pupils are taught about online safety, privacy, healthy relationships, consent, and the safe sharing of information and images through the school's PSHE, Relationships Education and computing curriculum. Age-appropriate teaching helps children understand how to stay safe online and how to report concerns to a trusted adult.

7.10 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback
- There are many posters around the school showing who works in safeguarding alongside a child friendly child protection policy which outlines how this keeps children safe. This is shared with children in assembly yearly and also if school feel the need to reinforce on a need to basis.

8. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. St Mary's is a mobile phone-free environment by default. Pupils should not use or access mobile phones or other smart technology throughout the school day, including during lessons, breaktimes and lunchtime, except where an individual exception or reasonable adjustment has been agreed by the school.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above, we will:

- Educate pupils about online safety as part of our curriculum. For example:
    - The safe use of social media, the internet and technology.
    - Keeping personal information private.
    - How to recognise unacceptable behaviour online.
    - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim.
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phones and cameras, for example that:
- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present.
- Staff will not take pictures or recordings of pupils on their personal phones or cameras.
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones.
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation.
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.
- Provide regular safeguarding and child protection updates, including online safety, to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively.
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.
- In accordance with safeguarding requirements for early years providers, staff, students, volunteers and visitors are expected to follow the school's procedures regarding the use of mobile phones, smart devices and cameras.

This section summarises our approach to online safety and mobile phone use. For full details about our school's policies in these areas, please refer to our online safety policy and mobile phone policies, which can be found on our website.

8.1 Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

St. Mary's Primary School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

St. Mary's Primary School will treat any use of AI to access harmful content or bully pupils in line with this policy and our behaviour policy

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

9. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

10. Pupils with special educational needs, disabilities or health issues

We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs

- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or being unable to understand the consequences of doing so

We offer extra pastoral support for these pupils. This includes: ELSA, referral to either CAMHS or MHST, social skills and friendship groups.

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.

Pupils with medical conditions

An incident relating to the management of a child's medical condition (including allergies) does not itself warrant a referral to local safeguarding partners.

A safeguarding referral will be made where an incident highlights concern that the child might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family because of their medical condition. For example, information about the child's medical condition might be withheld from the school, or the child may be repeatedly sent to school without essential medication, putting them at risk.

11. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

12. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Mrs G Wood, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

13. Pupils who are lesbian, gay, bisexual or gender questioning

- The school recognises that pupils who are lesbian, gay, bisexual (LGB) or who are questioning their gender may be vulnerable to bullying, discrimination, harassment, abuse, prejudice-based incidents and other safeguarding risks. All pupils have the right to be treated with dignity and respect and to learn in an environment where they feel safe and supported.
- Being lesbian, gay, bisexual or gender questioning is not, in itself, a safeguarding concern. However, staff should be alert to any safeguarding risks that may arise, including bullying, social isolation, peer abuse, online abuse, exploitation, mental health difficulties or family conflict. Concerns should be recorded and reported in accordance with the school's safeguarding procedures.
- In line with Keeping Children Safe in Education 2026, where a child is questioning their gender, the school will take a cautious, child-centred approach and ensure that safeguarding considerations are at the forefront of decision-making. The Designated Safeguarding Lead (DSL) will be involved where appropriate and decisions will be made on a case-by-case basis, taking account of the child's welfare, age, understanding and best interests.
- The school will ensure that children and their families are aware that, while the school will appropriately sanction any cases of bullying or harassment, and take a strong stand against bullying, it must also be conscious of the rights of pupils and staff in relation to their religion or belief.
- Parents and carers will normally be involved in decisions relating to a child questioning their gender unless there is reason to believe that doing so would place the child at risk of harm. Where concerns arise regarding a child's safety or wellbeing, the school's normal safeguarding procedures will be followed.
- The school will challenge all forms of bullying, discriminatory language and prejudice-based behaviour and will provide appropriate support to any pupil who experiences such behaviour. Staff will receive safeguarding training that promotes an understanding of the vulnerabilities and needs of all pupils, including those who are lesbian, gay, bisexual or gender questioning.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism and/or attention deficit hyperactivity disorder (ADHD).

- We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.
- Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

Rules on single-sex spaces

Toilet and Changing Facilities, including Gender-Questioning Pupils

- The school provides toilet facilities appropriate to the age and needs of its pupils.
- In Nursery, Reception, Year 1 and Year 2, boys and girls use the shared toilet facilities provided for their year group as part of the school's normal provision.
- Where toilet or changing facilities are designated as single-sex, pupils will normally use the facilities designated for their biological sex.
- Where a gender-questioning pupil does not feel comfortable using toilet or changing facilities designated for their biological sex, the school will consider whether an appropriate alternative arrangement can reasonably be provided, such as access to a self-contained individual toilet.
- Any individual arrangement will be considered on a case-by-case basis, taking account of safeguarding and the safety, privacy, dignity and comfort of the pupil concerned and of other pupils. Such arrangements will not compromise the school's provision of single-sex facilities where these are provided.

- The school will not require another pupil to use alternative facilities because of an individual arrangement made for a gender-questioning pupil.

- Where an individual arrangement is made, the school will keep an appropriate record, communicate the arrangement to relevant staff on a need-to-know basis and review it regularly. Information relating to an individual pupil will be handled sensitively and in accordance with the school's safeguarding and data protection responsibilities.

- The school will not tolerate bullying, harassment or discriminatory behaviour towards any pupil, including pupils who are questioning their gender.

14. Complaints and concerns about school safeguarding policies

14.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff

14.2 Other complaints

COMPLAINTS PROCEDURE

The schools' complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child or attempting to humiliate them, bullying or belittling a child or discriminating against them in some way. Complaints are managed by the Headteacher, and other members of the Senior Leadership Team and Governors.

Complaints from staff are dealt with under the School's Complaints and Grievance Procedures.

14.3 Whistleblowing

See Whistleblowing Policy

The school is committed to maintaining the highest standards of openness, honesty, integrity and accountability. We encourage all employees, governors, volunteers and contractors to raise genuine concerns about any suspected wrongdoing, malpractice, illegal activity, safeguarding concerns, financial irregularities, misconduct, or risks to the welfare of pupils, staff, or the wider school community.

The school recognises that individuals may feel apprehensive about reporting concerns and is committed to ensuring that anyone who raises a concern in good faith is treated fairly and protected from victimisation, harassment, discrimination or any other detriment. All concerns will be taken seriously, investigated appropriately, and handled as confidentially as possible.

The school's whistleblowing policy provides a clear process for reporting concerns and supports the school's commitment to safeguarding children, promoting ethical conduct, and ensuring compliance with legal and statutory responsibilities.

15. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the rationale for those decisions, must be recorded in writing. This should include instances where referrals were or were not made to another agency such as local authority children's social care or the Prevent program, etc. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

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

Concerns and referrals will be kept in a separate child protection file for each child.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or within
- **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

- Keep CPOMS records of safeguarding and welfare concerns and ensure a stand-alone file is created as necessary for children with safeguarding concerns.
- Schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.
- Maintain a chronology of significant incidents for each child with safeguarding concerns, including a record of decisions made and the reasons for those decisions.
- Ensure such records are kept confidentially and securely and separate from the child's educational record.
- We will retain evidence to demonstrate how files has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

Where a parent elects to remove their child from the school roll to home educate, the school will plan to pass any safeguarding records to the Education Social Welfare Service/virtual school.

16. Training

16.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistleblowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse, exploitation or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- Have regard to the Teachers' Standards to support the expectation that all teachers:
- Manage behaviour effectively to ensure a good and safe environment.
- Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of becoming involved with or supporting terrorism, and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

16.2 The DSL and deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They, or any other designated Prevent lead, will also undertake more in-depth Prevent awareness training, including on extremist and terrorist ideologies.

16.3 Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

16.4 Recruitment – interview panels

At least 1 person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

See appendix 2 of this policy for more information about our safer recruitment procedures.

16.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have supervision, which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

Regarding Early Years the lead will hold an approved qualification at level 3 or above and at least half of all other staff must hold at least an approved level 2 qualification. We will make sure that children are adequately supervised, especially whilst eating, and decide how to use staff to ensure children's needs are met. We will inform parents and/or carers about how staff are organised, and, when relevant and practical, aim to involve them in these decisions. Children will usually be within both sight and hearing of staff and always within sight or hearing.

17. Monitoring arrangements

This policy will be reviewed **annually** by Melissa Whatley. At every review, it will be approved by the full governing board.

18. Referrals to regulatory and safeguarding bodies

- Where matters arising during a capability procedure indicate possible misconduct, safeguarding concerns or other matters which may require consideration under the school's Disciplinary Policy, Safeguarding and Child

Protection Policy or other relevant procedure, the school may suspend the capability procedure where appropriate and address those matters under the relevant procedure.

- Where a member of staff leaves the school, is dismissed, is required to cease working at the school or is otherwise removed from regulated activity, the school and/or Local Authority will consider whether there is a legal duty or other appropriate basis to make a referral to the Disclosure and Barring Service (DBS) and, where the individual is a teacher, to the Teaching Regulation Agency (TRA).
- Any required referral will be made by the Headteacher or other appropriately authorised person, in liaison with the Local Authority where appropriate, and in accordance with the applicable statutory requirements and current statutory or regulatory guidance. Where the matter concerns the Headteacher, the referral will be managed by the Chair of Governors or other appropriately authorised person in liaison with the Local Authority.

19. Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Staff (behaviour/code of conduct)
- Complaints
- Health and safety
- Attendance
- Online safety
- AI
- Mobile phone use
- Equality
- Relationships and sex education
- First aid [Early years providers should note the first aid requirements set out in the EYFS statutory framework]
- Curriculum
- Designated teacher for looked-after and previously looked-after children
- Privacy notices
- Whistleblowing
- IT acceptable use
- Anti-bullying
- Safer recruitment policy
- Allegations against staff (including low-level concerns) policy

References and Authorities

The following table consolidates the principal legislation, statutory guidance, local procedures and external resources cited or linked in this policy. Hyperlinks and contact details should be checked as part of each annual review.

Type	Authority / resource	Current source
Legislation	Education Act 2002	https://www.legislation.gov.uk/ukpga/2002/32/contents
Legislation	Children Act 1989	https://www.legislation.gov.uk/ukpga/1989/41/contents
Legislation	Children Act 2004	https://www.legislation.gov.uk/ukpga/2004/31/contents

Type	Authority / resource	Current source
Legislation	Children's Wellbeing and Schools Act 2026	https://www.legislation.gov.uk/ukpga/2026/21/contents
Legislation	Female Genital Mutilation Act 2003	https://www.legislation.gov.uk/ukpga/2003/31/contents
Legislation	Serious Crime Act 2015	https://www.legislation.gov.uk/ukpga/2015/9/contents
Legislation	Rehabilitation of Offenders Act 1974	https://www.legislation.gov.uk/ukpga/1974/53/contents
Legislation	Safeguarding Vulnerable Groups Act 2006	https://www.legislation.gov.uk/ukpga/2006/47/contents
Legislation	Counter-Terrorism and Security Act 2015	https://www.legislation.gov.uk/ukpga/2015/6/contents
Legislation	Human Rights Act 1998	https://www.legislation.gov.uk/ukpga/1998/42/contents
Legislation	Equality Act 2010	https://www.legislation.gov.uk/ukpga/2010/15/contents
Legislation	Childcare Act 2006	https://www.legislation.gov.uk/ukpga/2006/21/contents
Legislation	Childcare (Disqualification) Regulations 2018	https://www.legislation.gov.uk/uksi/2018/794/contents
Legislation	Data Protection Act 2018	https://www.legislation.gov.uk/ukpga/2018/12/contents
Legislation	Data (Use and Access) Act 2025	https://www.legislation.gov.uk/ukpga/2025/18/contents
Statutory guidance	Keeping Children Safe in Education 2026	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
Statutory guidance	Working Together to Safeguard Children 2026	https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
Guidance	Maintained schools: governance guide	https://www.gov.uk/government/publications/maintained-schools-governance-guide
Statutory guidance	Prevent duty guidance: England and Wales (2023)	https://www.gov.uk/government/publications/prevent-duty-guidance
Statutory guidance	Operation Encompass information sharing duty	https://www.gov.uk/government/publications/information-sharing-duty-operation-encompass
Statutory guidance	Early years foundation stage (EYFS) statutory framework	https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
Statutory guidance	Information sharing to safeguard children and young people	https://www.gov.uk/government/publications/information-sharing-to-safeguard-children-and-young-people
Statutory guidance	Mobile phones in schools	https://www.gov.uk/government/publications/mobile-phones-in-schools
Guidance	Searching, screening and confiscation in schools	https://www.gov.uk/government/publications/searching-screening-and-confiscation
Guidance	Mental health and behaviour in schools	https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
DfE standard	Filtering and monitoring: core standard	https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-core-standard
Government service	Report child abuse to a local council	https://www.gov.uk/report-child-abuse-to-local-council
Government service	Forced Marriage Unit	https://www.gov.uk/stop-forced-marriage
Local procedure	Slough Safeguarding Partnership	https://www.sloughsafeguardingpartnership.org.uk/
Local procedure	Slough Prevent referral information	https://www.slough.gov.uk/strategies-plans-policies/community-safety-strategies/4
Police	Thames Valley Police	https://www.thamesvalley.police.uk/
Local resource	Active Slough	https://www.slough.gov.uk/

Type	Authority / resource	Current source
Local resource	Advocacy in Slough	https://www.advocacyinslough.org.uk/
Local resource	Autism Berkshire	https://www.autismberkshire.org.uk/
Government service	Childcare Choices	https://www.childcarechoices.gov.uk/
Local resource	Number 22	https://number22.org/enquiry-form/
Local resource	Citizens Advice	https://www.citizensadvice.org.uk/
Local resource	Household Support Fund - Slough	https://www.slough.gov.uk/benefits-support/household-support-fund/2
Local resource	Salvation Army - Slough	https://www.salvationarmy.org.uk/slough
Local resource	Sorting out Separation	https://www.sortingoutseparation.org.uk/
Local resource	Slough Foodbank	https://www.slough.foodbank.org.uk/
Local resource	Slough Refugee Support	https://www.sloughrefugeesupport.org.uk/
Local resource	Special Voices	https://www.specialvoices.co.uk/
Local resource	Turning Point	https://www.turning-point.co.uk/
Guidance	Mandatory reporting of female genital mutilation: procedural information	https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
Local procedure	Pan Berkshire Child Protection Procedures	https://berks.proceduresonline.com/
Local procedure	Berkshire Threshold Guidance / Slough safeguarding procedures	https://sloughsafeguardingpartnership.org.uk/sp/p/policies-procedures/childrens-policies-and-procedures
Government resource	Educate Against Hate	https://www.educateagainsthate.com/
Safeguarding resource	NSPCC	https://www.nspcc.org.uk/
Government service	Child Maintenance Options	https://www.cmoptions.org/
Local procedure	Slough Prevent referral form	https://www.slough.gov.uk/xfp/form/163?type=prevent

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition or label. In most cases, multiple issues will overlap.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involved forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

Assessing adult-involved nude and semi-nude sharing incidents

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must immediately be referred to police/social care. However, as adult-involved incidents can present as child-on-child nude/semi-nude sharing, it may be difficult to initially assess adult involvement.

There are two types of common adult-involved incidents: sexually motivated incidents and financially motivated incidents.

Sexually motivated incidents

In this type of incident, an adult offender obtains nude and semi-nudes directly from a child or young person using online platforms.

To make initial contact, the offender may present as themselves or use a false identity on the platform, sometimes posing as a child or young person to encourage a response and build trust. The offender often grooms the child or young person on social media, in chatrooms or on gaming platforms, and may then move the conversation to a private messaging app or an end-to-end encrypted (E2EE) environment where a request for a nude or semi-nude is made. To encourage the child or young person to create and share nude or semi-nude, the offender may share pornography or child sexual abuse material (images of other young people), including AI-generated material.

Once a child or young person shares a nude or semi-nude, an offender may blackmail the child or young person into sending more images by threatening to release them online and/or send them to friends and family.

Potential signs of adult-involved grooming and coercion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person
- Quickly engaged in sexually explicit communications, which may include the offender sharing unsolicited images
- Moved from a public to a private/E2EE platform
- Coerced/pressured into doing sexual things, including creating nudes and semi-nudes
- Offered something of value such as money or gaming credits
- Threatened or blackmailed into carrying out further sexual activity. This may follow the child or young person initially sharing the image or the offender sharing a digitally manipulated image of the child or young person to extort 'real' images

Financially motivated incidents

Financially motivated sexual extortion (often known as 'sextortion') is an adult-involved incident in which an adult offender (or offenders) threatens to release nudes or semi-nudes of a child or young person unless they pay money or do something else to benefit them.

Unlike other adult-involved incidents, financially motivated sexual extortion is usually carried out by offenders working in sophisticated organised crime groups (OCGs) overseas and are only motivated by profit. Adults are usually targeted by these groups too.

Offenders will often use a false identity, sometimes posing as a child or young person, or hack another young person's account to make initial contact. To financially blackmail the child or young person, they may:

- Groom or coerce the child or young person into sending nudes or semi-nudes and financially blackmail them
- Use images that have been stolen from the child or young person taken through hacking their account
- Use digitally manipulated images, including AI-generated images, of the child or young person

The offender may demand payment or the use of the victim's bank account for the purposes of money laundering.

- Potential signs of adult-involved financially motivated sexual extortion can include the child or young person being:
- Contacted by an online account that they do not know but appears to be another child or young person. They may be contacted by a hacked account of a child or young person
- Quickly engaged in sexually explicit communications which may include the offender sharing an image first
- Moved from a public to a private/E2EE platform
- Pressured into taking nudes or semi-nudes
- Told they have been hacked and they have access to their images, personal information and contacts
- Blackmailed into sending money or sharing bank account details after sharing an image or the offender sharing hacked or digitally manipulated images of the child or young person

Children who are absent from education

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse, exploitation and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the

local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

If a pupil is absent for a prolonged period of time, or if a child is absent without notification from the parent or carer, attempts will be made to contact the child's parents and/or carers and alternative emergency contacts.

We will consider patterns and trends in a child's absences and their personal circumstances and use our professional judgement when deciding if the child's absence should be considered as prolonged.

Consideration will be given to the child's vulnerability, parent's and/or carer's vulnerability and their home life. Any concerns will be referred to local children's social care services and/or a police welfare check requested.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the two.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- 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
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- 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
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma and will offer them appropriate support.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day.

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to local authority children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out

- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of 1 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.

It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fcdo.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

- **Radicalisation** refers to the process of a person legitimising support for, or use of, terrorist violence
- **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
  - Negate or destroy the fundamental rights and freedoms of others; or
  - Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
  - Intentionally create a permissive environment for others to achieve the results outlined in either of the above points
- **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 of terrorism 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.

Schools have a duty to prevent children from becoming involved with or supporting terrorism. The DSL, or designated Prevent lead, will undertake in-depth Prevent awareness training, including on extremist and terrorist ideologies. They'll make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school from becoming involved with or supporting terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and the NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others

- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on social media
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they 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 any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual or transgender (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
- 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

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the local authority or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of children

Please see Non- collection of children policy

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Call the front office to see if the child has joined sweep.

- Alert phase lead and SLT immediately.
- Inform as many members of staff & explain what happened and where the child was last seen. What the child was wearing. How old is the child.
- Staff to search the school inside and out.
- A staff member to check SIMMS and find address and drive or walk directly to the home address. Ideally two members of staff. If only one and you find the child ask the child to stop and then call school to inform the child has been found and for the parent to come directly to collect their child.
- If the child is still not found advise the parent to call 999 and inform the police.

Active Slough The Get Active programme runs a large variety of sport and physical activity sessions. There are activities available for everyone, different age groups, gender and ability.	Phone: **01753 875784** activeslough@slough.gov.uk
Advocacy in Slough Advocacy in Slough is a free, confidential service provided by independent organisations, working in partnership to provide a range of independent advocacy services to residents of Slough. Advocacy in Slough provide the following types of Advocacy: Generic Advocacy, Care Act Advocacy, NHS complaints Advocacy , IMHA – Independent Mental Health Advocacy and from Sept 2016 IMCA – Independent Mental Health Capacity Advocacy.	Phone: **01753 415299** **Text**: **07713711999** www.advocacyinslough.org.uk info@advocacyinslough.org.uk
Autism Berkshire Autism Berkshire is the county's leading autism charity, offering a wide range of services to support individuals and families living with autism. We also run regular training workshops in Slough for parents and carers, offering advice about a range of topics and a support group, which gives an opportunity to hear from guest speakers, ask questions and share experiences with other parents and carers in a friendly and informal setting. Courses for autistic adults about social and life skills are also available.	Phone: **01189 594 594** Autism Berkshire 40 Caversham Road Reading RG1 7EB www.autismberkshire.org.uk contact@autismberkshire.org.uk
Carers Helpline	Phone: 01753 303428 sloughcarers@gmail.com
Child Bereavement UK Helping children, young people, parents and families to rebuild their lives when a child grieves or when a child dies.	Helpline: **0800 0288840**
Childcare Choices All about Government help with childcare costs, including 15 to 30 hours free childcare, Tax-Free Childcare, tax credits, Universal Credit, vouchers and support.	www.childcarechoices.gov.uk
Child Maintenance Options Provides free impartial information and advice to help parents make informed choices about child maintenance.	Phone: 0800 988 0988 www.cmoptions.org

Counselling service: Number 22 A registered charity providing free and confidential counselling to adults and young people in Windsor, Maidenhead and Slough, supporting those in distress where clients can feel valued and heard. Number 22 provides counselling, advocacy and independent visiting services to the community, free at the point of use.	Phone: **01628 636661** https://number22.org/enquiry-form/
Citizen Advice East Berkshire Initial advice is available on issues such as Benefits, Money matters, Housing, Work, Relationship Matters etc. Their work can improve people's financial situation and health; reducing stress and increasing people's confidence to deal with their own problems. They can be contacted by telephone and by email, where they will do an assessment and provide initial advice or signposting to other relevant organisations.	**Drop-in service:** Chalvey Community Hub, Ladbrooke Road, Slough, Berkshire, SL1 2SR Thursdays 10am-12.15pm Initial advice sessions are available on a drop-in basis Citizens Advice also provide the following national helplines: **Universal Credit Help to Claim**: 0800 144 8 444 for first time Universal Claim application and queries – 8am to 6pm, Monday to Friday **Consumer Helpline:** 0808 223 1133 If you have a problem with something you've bought or a service you've received – 9am- 5pm Monday to Friday **Debt Helpline:** 0800 240 4420 If you need help with money or debt – 8am and 7pm, Monday to Friday Email: advice.sl@caeb.org.uk **Freephone:** 0808 1697766 9am-3pm Monday – Friday **Local line:** 01753 981040 **Website:** https://www.citizensadvice.org.uk/
Home Start – for families with a child under the age of 5 • Being alongside mothers with post-natal depression to help them cope with the changes that come with a new baby. • Helping practically with hospital and other appointments for isolated parents. • Providing an extra pair of hands for harassed and busy mums who are coping with three or more children under school age. • Giving a tired parent a rest by taking the children to a local park. • Being a 'mum' to a single parent in need of someone to care about them as well as their children. • Listening to parents with problems and befriend them through tough times. Helping families who are new to the area to meet new people and feel less isolated. • Introducing parents to support networks that are available locally.	Phone: **01753 572958** office@hsslough.co.uk

• Being alongside a family if they are going through a difficult time where they have children who need child protection. • Helping teach parents how to cook healthy food for their children.	
Household Support Fund The grant helps families, pensioners and individuals who struggle to pay for basic living costs, such as: • food • energy • water bills • Essentials linked to the above such as, sanitary products, warm clothing, soap, blankets.	https://www.slough.gov.uk/benefits-support/household-support-fund/2
Cranstoun DASS Confidential information and advice to individuals and families affected by domestic abuse.	Phone: **01753 251218,** with emergency help via 999 and the 24-hour **National Domestic Abuse Helpline** at **0808 2000 247**
Salvation Army – Slough A warm welcome awaits you at your local Salvation Army church. We deliver relevant and vibrant ministry to every generation, while offering hope.	Phone: **01753 525819** www.salvationarmy.org.uk/slough
The Samaritans Samaritans' strategy: Tackling suicide together Campaign for a suicide-safer internet Equality, Diversity and Inclusion at Samaritans.	Free call: **116123** Email - jo@samaritans.org
Sorting Separation Information and advice for people looking for support and help after a separation.	www.sortingoutseparation.org.uk
Slough Family Information Service Information for families on a range of issues including childcare, finances, parenting and education.	Phone: **01753 476589** fis@slough.gov.uk
Slough Foodbank Slough is one of over 415 foodbanks providing emergency food to people in crisis nationwide.	Phone: **01753 550303** www.slough.foodbank.org.uk office@slough.foodbank.org.uk
Slough Refugee Support Information and advice services for refugees and asylum seekers. Includes immigration, education, employment, housing, health, asylum procedures, benefits, English classes and a wide range of support services. **Opening Hours** *Monday – Closed. Tuesday 10am – 12pm noon drop-in*	Phone: **01753 537142** 28 Bath Road, Slough, SL1 3SR www.sloughrefugeesupport.org.uk srsinfo@sloughrefugeesupport.org.uk

*Wednesday Appointments for Casework. Thursday 10am -12 noon drop in a*nd Friday 10am – 12 noon drop in.	
Special Voices Information and Advice for Parent Carers.	Phone: **07990 693439** Classroom 3 Cippenham Baptist Church, 11 Elmshot Lane, Slough SL1 5QS www.specialvoices.co.uk info@specialvoices.co.uk
Turning Point Information and advice to support people with drug or alcohol issues, a mental health concern, learning disability or employment solution.	Phone: **01753 692548** Turning Point Maple House, 95 High St, Slough SL1 1DHL www.turning-point.co.uk info@turning-point.co.uk

1. **Local Authority Contact Details provided by the Local Authority**

Area of Responsibility	Contact Details
LA Safeguarding Lead	**07561116580 Zarine Power** **Zarine.power@slough.gov.uk** (Safeguarding in Education Professional) Slough Borough Council Observatory House, 25. Windsor Road, Slough SL1 2EJ
Referral to LA: Young person is being harmed through abuse or neglect. Between the hours of 9-5.	Phone: **01753 875362** Sloughchildren.referrals@sloughchildrenfirst.co.uk Phone: **01753 477321** Out of Hours: **01344 351999**
Local Authority Designated Officer (LADO): Every local authority has a statutory responsibility to have a Local Authority Designated Officer (LADO) who coordinates the response to concerns that an adult who works with children may have caused them or could cause them harm.	Phone: **07927 681858** Email: LADO@sloughchildrenfirst.co.uk **Dawn Lisles** https://www.sloughsafeguardingpartnership.org.uk/
Police	Phone: **101** www.thamesvalley.police.uk (999 in case of emergency)
Prevent	https://www.slough.gov.uk/xfp/form/163?type=prevent

Involvement with drugs, gangs and knife crime, individuals vulnerable to being brainwashed and groomed into radicalisation can be helped. Prevent seeks to increase understanding among frontline staff and community members. They are offered training to raise their awareness on how to better support their communities. **A confidential process Concerned with all forms of extremism** is a safeguarding panel which supports Prevent. It is a confidential and voluntary process where safeguarding professionals meet to discuss support options which can be offered to vulnerable residents.	**National referral form –** preventreferralsslough@thamesvalley.police.uk

Other Local Support Services and Helplines

St Mary's Church of England Primary School

Learn. Grow. Achieve. Flourish.

Staff Safeguarding Responsibilities & Agreement

Safeguarding can be defined as 'keeping children, young people and adults at risk, safe from harm'. At St. Mary's, safeguarding is everyone's responsibility. All staff have a duty to protect children from harm, remain professionally curious, recognise and respond to concerns promptly, report concerns in line with school procedures, and contribute to a culture where children feel safe, valued and listened to.

This policy ensures that all staff, including supply staff, volunteers, visitors and parents, understand their role in safeguarding and promoting the welfare of children, the standards of behaviour expected of them, and the school's legal responsibilities in keeping children safe.

You will be required to undertake training in safeguarding and discuss your responsibilities with your induction lead or DSL.

The Safeguarding agreement:

- Makes clear what is required of all staff, workers and volunteers.
- Supports staff, workers and volunteers in meeting their obligations.
- Enables staff, workers and volunteers to raise concerns without fear of recrimination.
- Reduces the risk of misplaced or malicious allegations by clarifying responsibilities.

Staff, workers, and volunteers must abide by the following:

- Put the welfare of the child at the centre of all decisions and actions and establish and maintain a safe environment where children feel secure, are encouraged to talk, and are listened to.
- Read and understand the school's safeguarding and child protection policy, staff code of conduct, and relevant sections of Keeping Children Safe in Education (KCSIE). All staff must the most up to date KCSIE Part 1.
- Know the identity and role of the Designated Safeguarding Lead (DSL) and the wider safeguarding team and are aware of systems within their school which support safeguarding.
- Be able to recognise signs and indicators of abuse, neglect, exploitation and safeguarding concerns.

- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
- Engage in regular training that enable all adults to recognise and report signs of abuse and neglect; act in the interests of the child and maintain an attitude '**it could happen here'** where safeguarding is concerned.
- Report concerns immediately to the DSL or the safeguarding team and follow school procedures.
- Maintain accurate, factual and timely records of concerns. Report on CPOMS any incidents or concerns that cause you to believe that a child, young person, or adult is, or likely to be, at risk of harm. This includes a requirement under the Prevent duty to report if you suspect that a child or adult at risk may be under the influence of radicalisation or extremism.
- Remain vigilant to risks such as child-on-child abuse, sexual harassment, radicalisation, exploitation, domestic abuse and attendance concerns.
- All teaching staff plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Treat information with confidentiality but never promising to "keep a secret".
- Support pupils in line with their child protection plan.
- Notify DSL of any child on a child protection plan who has unexplained absence.
- Liaise with other agencies that support pupils and provide early help.
- In the context of early help, staff will notify colleagues and/or parents of any concerns about their child/ren, and provide them with, or signpost them to, opportunities to change the situation.
- St Mary's will support any staff member, worker or volunteer who raises a legitimate concern about the actions of others.
- Please refer to St Mary's Whistleblowing procedure if you feel an incident or concern cannot be reported to your manager or your manager's manager.
- You must disclose any criminal record, caution, reprimand, or warning whether received prior to or during your work or volunteering for St Mary's. For the avoidance of doubt, this requirement is in addition to any other published requirement for disclosure as part of your work or volunteering.
- Inform your manager of any ongoing or past child protection investigation(s) that have involved yourself.

It is not permissible (and in some instances may be unlawful) for you to:

- Use your position to intimidate, bully, threaten, discriminate against, coerce or undermine children and young people, adults at risk, volunteers or staff.
- Behave or communicate with children, young people or adults at risk in ways which seek to build inappropriate relationships to abuse or put them at risk.
- Use a relationship with a service user or their family for personal gain. Gift-giving and the acceptance of presents should only take place in line with St Mary's information located in the Staff Handbook and should be agreed with an SLT member.
- Give special rewards or privileges to build inappropriate relationships with children and young people or adults at risk.
- Engage in, or attempt to engage in, sexual or inappropriate relationships with children, young people or adults at risk for whatever reason, including the use of suggestive conversations, comments, texting or emails.
- Possess indecent images of children; this will always be reported to the police regardless of the explanation provided.
- Carry out your duties or volunteering whilst adversely affected by alcohol, solvents, or drugs.
- Encourage or assist others to break the law in any way.

You will conduct yourself in accordance with our Safeguarding responsibilities in all your work/ volunteering for St Mary's. Any breach of this agreement may result in disciplinary action including dismissal, or the termination of your working agreement or involvement as a volunteer with St Mary's, as appropriate.

In certain circumstances, if following investigation breaches of the agreement are found, such action will also result in reports to Regulatory bodies, relevant Local Authorities and/or the police.

I confirm that I have read and understood St Mary's Safeguarding responsibilities and contract and agree to abide by its contents. Please print name: Signed & Date.

Name: _____ Signature: _____ Date: _____

St Mary's Church of England Primary School

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Senior Leadership Safeguarding Responsibilities and Agreement

- Senior leaders ensure safeguarding remains everyone's responsibility by maintaining a strong safeguarding culture, providing regular training, supporting the DSL, monitoring safeguarding practice rigorously, and ensuring all statutory requirements within Keeping Children Safe in Education (KCSIE) are effectively implemented.
- We will ensure that the school has effective safeguarding and child protection policies that are reviewed regularly and implemented consistently.
- We will work collaboratively with other agencies to promote early help for young people and families before their needs escalate to a point where intervention would be needed via a statutory assessment.
- Ensure all staff, governors, volunteers and visitors understand the role of the DSL and are aware of systems within their school which support safeguarding. To make sure all staff are committed to the safeguarding of all its pupils at St Mary's school.
- We will work in partnership with other agencies to safeguard and promote the welfare of all children in keeping with the Slough Safeguarding Board and Statutory Guidance.
- Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a single central register.
- We will ensure that safer recruitment practices and safeguarding policies and procedures set out a culture of vigilance and challenge.
- We will ensure children receive age-appropriate safeguarding education, including online safety, through the curriculum.
- We will ensure online safety arrangements, including filtering and monitoring systems, are effective.
- We will provide induction and regular training that enable all adults to recognise and report signs of abuse and neglect; act in the interests of the child and maintain an attitude 'it could happen here'.
- We will undertake regular safeguarding training and complete KCSIE reading materials and questionnaires annually.
- For members of the Senior Leadership Team, good practice would be to read the following parts of the most up to date KCSIE:
- Part 1 : Mandatory for all staff.

- Part 2: The Management of Safeguarding (particularly relevant to leaders responsible for safeguarding culture policies, training, allegations management and online safety).
- Part 3: Safer Recruitment if involved in recruitment decisions.
- Part 4: If they may be involved in managing allegations against staff.
- Annex C: Summarises the 2026 changes.
- Provide copies of policies, including the Safeguarding and Child Protection Policy, Staff Code of Conduct and a copy of part one of KCSIE to all staff at induction.
- Ensure that all staff read and understand the relevant sections of KCSIE.
- Treat any information shared by staff or pupils with respect and follow procedures.
- In meetings and in communication, we will treat all those involved with dignity, respect and professionalism under the requirements of the disability and equal opportunities act, position within a case/family and their behaviours.
- We will challenge ourselves and others to ensure actions are completed in a timely way and press for reconsideration if the situation does not improve.
- We will quality assure all safeguarding practices including maintaining support and oversight of the Designated Safeguarding Lead and Safeguarding Team, their actions and decisions and record keeping expectations.
- We will ensure all adults working with young people follow an agreed set of responsibilities that promotes safe working practices and makes expectations clear, including the understanding that anyone can make a referral.
- We will complete any actions arising from the Local Authority's Safeguarding Audit to ensure policies and procedures follow Local Authority and statutory guidance.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from the Department for Education (DfE), Slough Local Safeguarding Children Board (LSCB).
- We will implement any learning arising from child safeguarding practice reviews, for example the need to listen and respond to the views of children, especially when assessing their needs.
- We will provide our pupils with a curriculum which promotes their safeguarding and enables them to maintain healthy relationships.
- I confirm I have read and understand the safeguarding requirements as a senior leader at St Mary's Church of England Primary school. I agree to follow this agreement.

Name: _____Signature: _____Date: _____

St Mary's Church of England Primary School

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Governor Safeguarding Responsibilities and Agreement

The role of a governor in safeguarding children is an important one and carries core responsibilities. Members of the governing body must agree to fulfil their responsibilities.

The governing body members will.

- Engage in the governance induction programme within the first year of joining a governing body.
- Appoint a governor who oversees safeguarding and child protection policy and procedures.
- Ensures the school has effective safeguarding policies & procedures including a safeguarding and child protection policy and a staff code of conduct.
- Ensure that the Safeguarding and Child Protection Policy is updated at least annually and available publicly (via the school website).
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education.
- Recruitment, selection and induction to follow safer recruitment practice.
- Ensure appropriate filters and appropriate monitoring systems are in place to safeguard pupils from potentially harmful and inappropriate online material.
- A member of the senior staff team is designated as designated safeguarding lead (DSL) and have this recorded in their job description.
- Ensure staff and governors have been trained appropriately and this is updated in line with guidance.
- Provide opportunities for staff to contribute to promote and shape safeguarding arrangements and child protection policy so recognising the experience and expertise of their staff.
- Ensure that all staff and governors read at least Part 1 and 2 of Keeping Children Safe in Education and complete the questionnaire, which is then returned to the DSL or Headteacher.
- Part 1 gives the core safeguarding information that everyone in school should understand.
- Part 2 is specifically about the management of safeguarding and sets out the responsibilities of governing bodies and proprietors.
- So, while KCSIE does not explicitly say that every governor must read the whole document, reading Part 1 and Part 2 is generally considered good practice and will help governors demonstrate that they understand their safeguarding responsibilities.
- For a Safeguarding Link Governor, it is considered best practice to have a broader understanding of the document. In particular, familiarity with Parts 3, 4 and 5 is important, as these sections cover safer recruitment, managing allegations and concerns about adults working with children, and child-on-child abuse, including sexual violence and sexual harassment.
- Monitor the school effectiveness including SCR, pupil and staff interviews, website checks, policy approval.
- Ensure children are taught about safeguarding, including online safety, through teaching and learning opportunities.
- Ensure the Headteacher provides at least an annual safeguarding report to the governing body.
- Hold the Head teacher to account to ensure any safeguarding deficiencies or weaknesses are remedied without delay.
- The Chair of Governors is responsible for managing any safeguarding allegations against the Headteacher.

I agree as a governor to uphold the governance responsibilities

Name: _____

Signature: _____ Date: _____

St Mary's Church of England Primary School

Building a Safeguarding Culture through CPD: DSL lead 2026/2027

Term	Behaviour & Safeguarding Themes	Teachers	Lunch Time Staff (SS)	Support Staff office & all other staff
Autumn 1	**Be Respectful** KCSIE updates	Monday 14/09/2026 3.45-4.45	Tuesday 15/09/2026 10.30 – 11.30	Friday 18/09/2026 2-3
Autumn 2	**Be Respectful** Child-on-Child Abuse and Behaviour **Key areas:** • Bullying and prejudice-based incidents • Sexual harassment and harmful sexual behaviour • Appropriate boundaries • Creating a positive safeguarding culture • Recording and managing incidents	Monday 02/11/2026 3.45-4.45	Tuesday 03/11/2026 10.30-11.30	Friday 06/11/2026 2-3
Spring 1	**Be Responsible** Online safety **Key areas:** • Social media risks • Online grooming and exploitation • Cyberbullying • Gaming and live-streaming risks • AI and emerging technologies	Monday 04/01/2027 3.45-4.45	Tuesday 03/11/2026 10.30-11.30	Friday 06/11/2026 2-3

Spring 2	**Be Responsible** Exploitation and Contextual Safeguarding **Key areas:** • Child criminal exploitation (CCE) • County lines and gang involvement • Child sexual exploitation (CSE) • Missing children • Community and local risk factors	Monday 22/02/2027 3.45-4.45	Tuesday 23/02/2027 10.30-11.30	Friday 26/02/2027 2-3
Summer 1	**Be Safe** Inclusion, Mental Health, Attendance and Vulnerable Learners **Key areas:** • Mental health and wellbeing • Attendance and persistent absence • SEND and safeguarding • Young carers • Domestic abuse and family adversity	Monday 12/04/2027 3.45-4.45	Tuesday 13/04/2027 10.30-11.30	Friday 16/04/2027 2-3
Summer 2	**Be Safe** School reflective Case Study	Monday 07/06/2027 3.45-4.45	Tuesday 08/06/2027 10.30-11.30	Friday 11/06/2027 2-3