



Safeguarding and Child Protection Policy

If you are worried about a child go to Section 16 page 47

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Cookham, Maidenhead and The Lawns
Nursery School Federation



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1. Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children’s mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the Federation, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

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

Significant Information:

SPA (Single Point of Access)/MASH: 01628 683150; mash@achievingforchildren.org.uk

OUT OF HOURS: 01344 786543

LADO: 07774 332675; lado@achievingforchildren.org.uk

2. Introduction and Purpose

This policy sets out how the Governing Body of the Cookham, Maidenhead and The Lawns Nursery School Federation is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002.

The Cookham, Maidenhead and The Lawns Nursery School Federation fully recognises our moral and statutory responsibility to safeguard and promote the welfare of all children. This Safeguarding and Child Protection Policy is one of a range of documents that set out the safeguarding responsibilities of the whole Federation. We wish to create a safe, welcoming and vigilant environment for children where they feel valued and are respected.

Safeguarding information is published throughout the Federation and all staff know who they can talk to in each school and how they can make a disclosure

We recognise that our nursery schools may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We are aware that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.



We are able to play a significant part in the prevention of harm to our children by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

Wherever the word “staff” is used, it covers all staff on site, including supply and self-employed staff, contractors, volunteers and Governors. It seeks to set out the principles and procedures we operate to protect children from harm. This policy provides information regarding our safeguarding responsibilities and details how these responsibilities should be carried out.

This policy will be updated as and when required and annually as a minimum. This may require our policy to be published “pending Governor ratification”.

3. Key Contacts

Key Contact list for Safeguarding in Cookham Nursery School

| | Name | Telephone number | Email |
|--|-----------------------------------|------------------------------|---|
| Designated Safeguarding Lead | Sarah Cottle | 01628 520002 | sarahcottle@eyfed.org.uk |
| Deputy Designated Safeguarding Leads | Fiona Greenwood Mandy Harrison | 01628 520002 01628 520002 | fionagreenwood@eyfed.org.uk mandyharrison@eyfed.org.uk |
| Chair of Governors | Gill Cocklin | 01628 520002 | gillcocklin@eyfed.org.uk |
| Safeguarding Governors | Gill Cocklin Eddie Neighbour | 01628 520002 01628 520002 | gillcocklin@eyfed.org.uk eddieneighbour@eyfed.org.uk |
| Designated Teacher for Children Looked After | Sarah Cottle | 01628 520002 | sarahcottle@eyfed.org.uk |
| SENDCo | Sacha Patrick | 01628 520002 | sachapattick@eyfed.org.uk |



Key Contact list for Safeguarding in Maidenhead Nursery School

| | Name | Telephone number | Email |
|--|---------------------------------|------------------------------|--|
| Designated Safeguarding Lead | Sarah Cottle | 01628 623551 | sarahcottle@eyfed.org.uk |
| Deputy Designated Safeguarding Leads | Hannah Diplock Bev Eaton | 01628 623551 01628 623551 | hannahdiplock@eyfed.org.uk beverleyeaton@eyfed.org.uk |
| Chair of Governors | Gill Cocklin | 01628 623551 | gillcocklin@eyfed.org.uk |
| Safeguarding Governors | Gill Cocklin Eddie Neighbour | 01628 623551 01628 623551 | gillcocklin@eyfed.org.uk eddieneighbour@eyfed.org.uk |
| Designated Teacher for Children Looked After | Sarah Cottle | 01628 623551 | sarahcottle@eyfed.org.uk |
| SENDCo | Sacha Patrick | 01628 623551 | sachapattick@eyfed.org.uk |

Key Contact list for Safeguarding in The Lawns Nursery School

| | Name | Telephone number | Email |
|--|---------------------------------|------------------------------|---|
| Designated Safeguarding Lead | Sarah Cottle | 01753 865351 | sarahcottle@eyfed.org.uk |
| Deputy Designated Safeguarding Leads | Erin Hare Sarah Jones | 01753 865351 01753 865351 | erinhare@eyfed.org.uk sarahjones@eyfed.org.uk |
| Chair of Governors | Gill Cocklin | 01753 865351 | gillcocklin@eyfed.org.uk |
| Safeguarding Governors | Gill Cocklin Eddie Neighbour | 01753 865351 01753 865351 | gillcocklin@eyfed.org.uk eddieneighbour@eyfed.org.uk |
| Designated Teacher for Children Looked After | Sarah Cottle | 01753 865351 | sarahcottle@eyfed.org.uk |
| SENDCo | Sacha Patrick | 01753 865351 | sachapattick@eyfed.org.uk |



Key Contact list for Safeguarding in The Lawns Pre-Nursery

| | Name | Telephone number | Email |
|--|---------------------------------|------------------------------|---|
| Designated Safeguarding Lead | Sarah Cottle | 01753 865351 | sarahcottle@eyfed.org.uk |
| Deputy Designated Safeguarding Leads | Erin Hare Sarah Jones | 01753 865351 01753 865351 | erinhare@eyfed.org.uk sarahjones@eyfed.org.uk |
| Chair of Governors | Gill Cocklin | 01753 865351 | gillcocklin@eyfed.org.uk |
| Safeguarding Governors | Gill Cocklin Eddie Neighbour | 01753 865351 01753 865351 | gillcocklin@eyfed.org.uk eddieneighbour@eyfed.org.uk |
| Designated Teacher for Children Looked After | Sarah Cottle | 01753 865351 | sarahcottle@eyfed.org.uk |
| SENDCo | Sacha Patrick | 01753 865351 | sachapattick@eyfed.org.uk |

Key Contacts within the Local Authority

| Name | Telephone number | Email |
|---|--------------------------------|--------------------------------------|
| MASH (Multi-Agency Safeguarding Hub)/SPA (Single Point of Access) | 01628 683150 | mash@achievingforchildren.org.uk |
| Out of Hours Team (5.00 pm to 9.00 am and weekends) | 01344 786543 | mash@achievingforchildren.org.uk |
| Children and Young People Disability Team | 01628 685878 | cypds@achievingforchildren.org.uk |
| LADO | 020 8891 7370 07774 332 675 | LADO@achievingforchildren.gov.uk |
| MASA (Multi-Agency Safeguarding Arrangements) information and queries | 01628 683234 | Safeguarding.Partnership@rbwm.gov.uk |

Our Federation Health and Safety Lead is: **Sarah Cottle**
Our Federation Health and Safety Governor is: **Jill O'Donovan**



4. Policy Principles and Aims

This policy aims to demonstrate to staff, Governors, children, parents, stakeholders and other partners, the Federation's commitment to safeguarding and child protection.

The welfare of our children is paramount. All children, regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.

We recognise that all adults in our nursery schools have a full and active part to play in protecting the children attending our nursery schools from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.

Our Federation is committed to developing a culture of safeguarding by providing an environment in which children and young people feel safe, secure, valued and respected and which promotes their social, physical and moral development. Children in our nursery schools feel confident to, and know how to approach adults if they are in difficulties.

This policy is used in conjunction with staff training and continued professional development to strengthen our whole Federation approach to safeguarding and to:

- raise staff awareness of the need to safeguard children and their responsibilities in identifying and reporting possible cases of abuse;
- provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the Federation, contribute to assessments of need and support packages for those children;
- emphasise the need for good levels of communication between all members of staff and develop and promote effective working relationships with other agencies, especially RBWM Multi Agency Safeguarding Board (<https://rbwmsafeguardingpartnership.org.uk/>) and the police;
- develop a structured procedure within our schools which will be followed by all members of the school community in cases of suspected abuse;
- ensure that the structured procedure is followed by our staff in cases of suspected abuse.

Children and staff involved in child protection issues will receive appropriate support.

The Cookham, Maidenhead and The Lawns Federation has a culture of prevention and education in order to raise responsible, caring adults. The Federation encourages respectful behaviour and language to be used by all; a restorative approach to incidents of concern; and a wish to make reasonable adjustments to encourage children to attend Nursery, despite any difficulties. There is no tolerance of discriminatory language or abuse towards staff or children.



5. Statutory Framework, Key Statutory and Non-Statutory Guidance

To safeguard and promote the welfare of children, the Federation will act in accordance with the following legislation and guidance:

- Children Act 1989 Care Planning, Placement and Case Review
- Children Act 2004
- Education Act 2002
- London Child Protection Procedures and Practice Guidance
- Keeping Children Safe in Education 2025
- Working Together to Safeguard Children 2023
- Inspecting Safeguarding in Early Years, Education and Skills
- Teachers' Standards
- What to do if You're Worried a Child is Being Abused
- Equality Act 2010: advice for schools
- Information Sharing
- Schools COVID-19 operational guidance
- Statutory framework for the early years foundation stage 2025

We take seriously our responsibility to ensure that we have appropriate procedures in place for responding to situations in which we believe that a child has been abused or is at risk of abuse.

Our procedures also cover circumstances in which a member of staff is accused of, or suspected of, abuse, including low level concerns.

We will take steps to ensure that any groups or individuals who hire and/or use our buildings or grounds inside or outside of school hours, follow the local child protection guidelines and are aware of their safeguarding duties and this policy.

We will ensure that all staff read and understand the following:

- The Federation Safeguarding and Child Protection policy
- The Federation Whistleblowing Policy
- Keeping Children Safe in Education (2025) [Part One] and school leaders and staff that work directly with children will also read Annex B
- The Federation Codes of Conduct for Staff and Governors
- The Federation Behaviour Policy and principles

We will ensure that all staff are aware of:

- the safeguarding response to children who go missing from education;
- the role of the Designated Safeguarding Lead;
- the identity of the Designated Safeguarding Lead and Deputies at each nursery school;
- the additional vulnerabilities of children who are looked after/previously looked after, children with Special Educational Needs and Disabilities and children who are young carers.

Copies of the above documents will be provided to all staff as part of the induction process and all staff will be able to access them on MYCONCERN.



The Federation will publish our Safeguarding and Child Protection Policy on our website and hard copies will be available on request from each nursery school office.

The roles of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads will be explicit in their job descriptions and we will ensure that they have the time and resources to fulfil their duties.

6. Roles and Responsibilities

The Governing Body

Safeguarding is a standing item on the agenda for every meeting of the full Governing Body. The Federation Governing Body understands and fulfils its responsibilities, namely to ensure that:

- they liaise with the Executive Headteacher and/or designated teachers over safeguarding matters. This is a strategic role rather than operational. Governors will not be involved in concerns regarding individual children;
- there is a Safeguarding and Child Protection policy that reflects the whole Federation approach to peer-on-peer abuse;
- there is a Staff Code of Conduct and Whistleblowing Policy that includes the process for responding to low level concerns and acceptable use of technology;
- child protection, safeguarding, recruitment and managing allegations policies and procedures, including the Staff Code of Conduct, are consistent with RBWM Multi Agency Safeguarding Board (<https://rbwmsafeguardingpartnership.org.uk/>) and statutory requirements. They are reviewed when needed and annually as a minimum. The Safeguarding and Child Protection policy is publicly available on the Federation website;
- all staff, including temporary staff and volunteers sign to say they have read, understood and agree to work within the Federation's Safeguarding and Child Protection Policy, Whistleblowing Policy and Staff Code of Conduct;
- all staff sign to say they have read and understood Keeping Children Safe in Education (2025) part 1 and Annex B and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance;
- all Governors sign to say they have read and understood Keeping Children Safe in Education (2025) and the Safeguarding and Child Protection Policy;
- the Federation operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and ensure that there is at least one person on every recruitment panel who has completed safer recruitment training within the last five years;
- the Federation has procedures for dealing with allegations of abuse against staff (including the Executive Headteacher), volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned;
- the Governing Body has at least one nominated governor responsible for safeguarding who has undertaken appropriate training for the role. The chair of governors is responsible in the event of an allegation of abuse made against the Executive Headteacher;



- an annual audit of the Federation’s safeguarding policies, procedures and practices is undertaken with the Executive Headteacher as the designated safeguarding lead (DSL) and deputy designated safeguarding leads, and that this is reported to the FGB and submitted to RBWM Multi Agency Safeguarding Board (<https://rbwmsafeguardingpartnership.org.uk/>);
- the Federation is aware of relevant legislation and local guidance, which has been agreed through the local safeguarding partnership arrangements;
- there are clear lines of accountability for safeguarding within the Federation’s leadership;
- a member of the senior leadership team has been appointed as the designated safeguarding lead and they will take lead responsibility for safeguarding and child protection; the role is explicit in the role holder’s job description;
- DSLs and their deputies undertake multi-agency (Level 3) safeguarding training which is updated every two years and/or DSLs attend local authority network meetings once a term;
- there is a designated teacher to promote the educational achievement of children looked after who are on each nursery school roll;
- all members of the Governing Body receive safeguarding training. The safeguarding Governor attends appropriate training that guides governors in their strategic responsibilities to provide appropriate challenge and support for any action and to progress areas of weakness or development in the Federation’s safeguarding arrangements;
- at least one member of the Governing Body has completed safer recruitment training to be repeated every five years;
- children are taught about safeguarding (including online safety) as part of the Early Years curriculum, covering relevant issues through the prime areas of learning (personal, social development);
- appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, neglect or exploitation including sexual abuse or exploitation, and to help prevent the risks of their going missing in future;
- appropriate online filtering and monitoring systems are in place. Staff must have an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. The Federation’s approach to online safety includes appropriate filtering and monitoring on school devices and school networks and an awareness of the ease of access to the internet via mobile phone networks. (<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>) The Federation also has a separate Internet and Email Policy;
- the Federation will
 - identify and assign roles and responsibilities to manage filtering and monitoring systems.
 - review filtering and monitoring provision at least annually.
 - block harmful and inappropriate content without unreasonably impacting teaching and learning.
 - have effective monitoring strategies in place that meet their safeguarding needs.
 - Furthermore, the Governing Body and Executive Headteacher will review the standards and discuss with IT staff and service providers what more needs to



be done to support schools in meeting this standard. Additional guidance on filtering and monitoring can be found at the [UK Safer Internet Centre](#) and their related toolkit.

- enhanced Disclosure and Barring Service (DBS) checks (without barred list checks, unless the governor is also a volunteer at a Federation nursery school) are in place for all governors.

The Executive Headteacher

The Executive Headteacher will ensure that:

- the safeguarding and child protection policy and related policies and procedures are implemented and followed by all staff;
- sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputies to carry out their roles effectively;
- systems are in place for children to express their views and give feedback, which operate with the best interests of the child at heart;
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing/managing allegations against staff procedures;
- children are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online. The PSE curriculum is reviewed regularly to ensure that it remains relevant and current;
- they liaise with the local authority designated officer (LADO) within 24 hours before taking any action, and then on an ongoing basis, where an allegation is made against a member of staff or a volunteer.

The Designated Safeguarding Lead (DSL)

The DSL holds lead responsibility for safeguarding and child protection in the name of each Federation nursery school. This responsibility will not be delegated.

The DSL:

- acts as a source of support and expertise for the whole Federation community in regards to our safeguarding duties;
- encourages a culture of listening to children and taking account of their wishes and feelings;
- undertakes multi-agency (Level 3) safeguarding training with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually;
- undertakes Prevent awareness training;
- will refer a child if there are concerns about possible abuse to AfC’s Single Point of Access (SPA) and/or the local authority where the child resides and act as a focal point for staff to discuss concerns;
- will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child, even if there is no need to make an immediate referral;
- will ensure that all such records are kept confidential, stored securely and are separate from the child’s general file;
- will ensure that an indication of the existence of the additional safeguarding and child protection file is marked on the child’s general file;



- will ensure that a copy of the safeguarding and child protection file is retained until such time that the new school acknowledges receipt of the original file. The copy will then be shredded;
- will liaise with the local authority and work with other agencies and professionals in line with Working Together to Safeguard Children;
- has a working knowledge of RBWM Multi Agency Safeguarding Board (<https://rbwmsafeguardingpartnership.org.uk/>) and AfC procedures, and will ensure that either they, or an appropriate staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments and provide a report, where required, which has been shared with the parents and child (depending on age and understanding);
- notifies Children’s Social Care if a child subject to a child protection plan is absent from nursery without explanation;
- will ensure that all staff sign to say they have read, understood and agree to work within the Federation’s safeguarding and child protection policy, staff code of conduct, Whistleblowing Policy and Keeping Children Safe in Education 2025 Part 1 and Annex A and ensure that the policies are used appropriately;
- will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates for all Federation staff, keep a record of attendance and address any absences;
- will undertake, with the Executive Headteacher and Governing Body, an annual audit of Federation’s safeguarding policies, procedures and practices and ensure that this is submitted to RBWM Multi Agency Safeguarding Board (<https://rbwmsafeguardingpartnership.org.uk/>);
- has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example from online bullying, grooming and radicalisation;
- will help to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff;
- will ensure that the name of the designated safeguarding lead and deputies are clearly advertised in each school and on the website, with a statement explaining the school’s role in referring and monitoring cases of suspected abuse;
- will ensure that they, or a deputy, are available during term time school hours for staff to discuss any safeguarding concerns;
- will ensure that there are adequate and appropriate cover arrangements for any out of hours or out of term activities.

The Deputy Designated Safeguarding Leads

Each DSL is trained to the same standard as the designated safeguarding lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the deputies will assume all of the functions above.



All Federation Staff and Volunteers

All staff and volunteers at each Federation nursery school:

- understand that it is everyone’s responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action;
- undertake safeguarding and health and safety training appropriate to their role and are familiar with the suite of safeguarding policies including the Safeguarding and Child Protection policy and Staff Code of Conduct;
- consider at all times what is in the best interests of the child;
- know how to respond to a child who discloses abuse;
- will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk, to the police or Single Point of Access (SPA), or if a child lives out of borough, to the relevant local authority;
- will provide a safe environment in which children can learn.

7. Safe School, Safe Staff

We will ensure that:

- at least one member of every recruitment panel has completed safer recruitment training within the last five years;
- safer recruitment practices are adhered to including appropriate DBS checks, reference checks and any additional checks relevant to the role undertaken.
- all staff are aware of the need for maintaining appropriate and professional boundaries in their relationship with staff, children and parents and adhere to the Federation’s Code of Conduct;
- adequate risk assessments are in place including for off-site activities;
- any disciplinary proceedings against staff related to child protection matters are concluded in full in accordance with Government guidance Keeping Children Safe in Education 2025, RBWM Multi Agency Safeguarding Board LADO and HR policy, procedures and guidance;
- staff have the confidence, and are fully aware of how to report misconduct, including low level concerns;
- all staff receive information about the Federation’s safeguarding arrangements, safeguarding statement, Staff Code of Conduct, Safeguarding and Child Protection policy, Whistleblowing Policy, the role and names of the DSL and their deputies, and Keeping Children Safe in Education part 1 and Annex A on induction, as well as other relevant procedures such as health and safety and online safety;
- all staff receive safeguarding and child protection training at induction, which is regularly updated. In addition, they receive safeguarding and child protection updates (for example, via email and staff meetings) as required, but at least annually;
- all members of staff are trained in and receive regular updates in online safety and reporting concerns;
- all staff and governors have regular safeguarding awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse;



- the safeguarding and child protection policy is made available via our Federation website or other means and parents and carers are made aware of this policy and their entitlement to have a copy via the school website;
- all parents and carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the safeguarding and child protection policy;
- the Federation provides a co-ordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans, such as school attendance at the Early Help meetings;
- community users organising activities for children are aware of the Federation’s safeguarding and child protection policy, guidelines and procedures;
- the names of the DSL and deputies are clearly advertised in each nursery school with a statement explaining the school’s role in referring and monitoring cases of suspected abuse;
- all staff will be given a copy of Part 1 and Annex A of Keeping Children Safe in Education 2025 and will sign to say they have read and understood it. The DSL and the Governing Board are required to read the whole document.

Extended school and off-site arrangements

Where extended school activities are provided by and managed by each school, our own safeguarding and child protection policy and procedures apply.

If other organisations provide services or activities on our site, we will ensure that they have appropriate procedures in place, including safer recruitment procedures.

When our children attend off-site activities, we will ensure that effective child protection arrangements are in place.

When our children attend an alternative provision provider, we will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff. We follow the [statutory guidance for alternative provision](#) and the Alternative Provision handbook alongside the Quality Assurance evaluation framework.

Where a parent/carer has expressed their intention to remove a child from one of our schools with a view to educating at home, we will work together with the parent/carer, EHE Coordinator and other professionals to ensure that this decision has been made in the best interests of the child. We recognise that this is particularly relevant where a child has SEND, is vulnerable, and/or has a social worker.

Media recordings, audio, image and video (including digital files)

The vast majority of people who take or view images or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect the children attending our nursery schools, we will:

- seek their consent and parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications);
- use only the child’s first name with an image;
- ensure that children are appropriately dressed;



- encourage children to tell us if they are worried about any photographs that are taken of them;
- ensure that children do not take photographs or video images of other children without their express permission and the permission of a member of staff.

Staff are permitted to make media recordings to support educational aims but must follow our policies in respect of sharing, distribution and publication. Media images must be taken, edited, stored or archived on to school systems using school equipment.

8. Training

All staff members and volunteers receive appropriate safeguarding and child protection training, including induction, which is regularly updated. This includes training on how to recognise signs of abuse and how to respond to any concerns. In addition, all staff members receive safeguarding and child protection updates (for example, via email and staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Staff also receive regular online safety training. The nominated safeguarding Governor(s) undergo(es) safeguarding training prior to or as soon as appointment to the role and at regular intervals thereafter.

The DSL attends the multi-agency Local safeguarding partnership training within 12 weeks of taking up their responsibilities.

The Federation ensures that its DSL attends the Designated Safeguarding Lead training and conferences/Networks to keep abreast of child protection learning and developments, at least biannually.

We ensure that staff members provided by other agencies and third parties, e.g., supply teachers and contracted staff, are aware of our Safeguarding and Child Protection policy and procedures, and have received appropriate safeguarding training.

9. Teaching and Learning

We explicitly teach children how to keep themselves safe in a number of ways, such as those listed below.

Safe adults in the Nursery

We teach children about the different colour of lanyards that the Nursery team and visitors wear and that the safe adults to get help from are the staff team.

Visits from Emergency Services

We teach children about the people who help us in our community with visits to our Nursery.

Nurture Area

We teach children where our calm place is in our Nursery if their emotions are overwhelming. We show children how to find our 'worry toy' if they have an emotion or worry that they are finding hard to verbalise.



Persona Doll

We teach children about who to ask for help if they have a problem through modelling supportive behaviour with our Persona Doll.

NSPSS Pantosaurus Video

We can use this resource as a way to teach children that their bodies belong to them.

Online Safety for Parents and children

We provide parents with a leaflet on online safety with details of any new training about online safety included. We teach children about using the internet safely through stories, conversations and formal group times.

10. Child Protection Overview and Specific Safeguarding Concerns

Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse, neglect and exploitation are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people. There are four categories of abuse.

Physical abuse

Physical abuse is a form of abuse that 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 (this used to be called Munchausen’s Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It 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. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature 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. It may involve seeing or hearing the ill-treatment of another and this particularly relevant when children see, hear or experience domestic abuse and its effects. It may involve serious bullying (including online bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some



level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves 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.

They may also include 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.

Our Federation is aware of the impact of the Everyone’s Invited website and the prevalence of harmful sexual behaviour. We encourage all children to speak out either in person or to report concerns using our anonymous reporting system.

Neglect

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.

Definitions taken from Working Together to Safeguard Children (HM Government, 2023)
[Working Together to Safeguard Children 2023](#).

Neglect can occur in affluent families and can also centre around Educational Neglect.

[RBWM Threshold Document](#)

Indicators of abuse

Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they “tell”. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.



It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits/be hungry/take food from others;
- have difficulty in making or sustaining friendships;
- appear fearful/anxious;
- be reckless with regard to their own or others' safety;
- self-harm;
- low self-esteem;
- frequently miss school or arrive late;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become uninterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol;
- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development;
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.

Impact of abuse

The sustained abuse or neglect of children physically, emotionally or sexually can have long term effects on the child's health, development and wellbeing. It can impact significantly on a child's self-esteem, self-image and on their perception of self and of others. The more Adverse Childhood Experiences (ACEs) a child has, the more likely they are to suffer long term. The effects can extend into adult life and lead to difficulties in forming and sustaining positive and close relationships. In some situations, it can affect parenting ability.



Taking action

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “It could happen here”.

Key points for staff to remember when taking action are:

- in an emergency, take the action necessary to help the child, for example call 999;
- report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day;
- do not start your own investigation;
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- complete a record of concern on MYCONCERN and seek support for yourself if you are distressed or need to debrief.

Mental health

Mental health issues affect at least 1 in 10 children and young people. They include depression, anxiety, low self-esteem, disordered eating, panic attacks, sleep problems and many other conditions and behaviours. They are often a direct response to what is happening in their lives.

The Federation recognises that mental health issues can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and is aware that only appropriately-trained professionals should attempt to make a diagnosis of a mental health problem. However, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health issue, or be at risk of developing one.

Possible warning signs include:

- Persistent sadness — two or more weeks
- Withdrawing from or avoiding social interactions
- Hurting oneself or talking about hurting oneself
- Talking about death or suicide
- Outbursts or extreme irritability
- Out-of-control behaviour that can be harmful
- Drastic changes in mood, behaviour or personality
- Changes in eating habits
- Loss of weight
- Difficulty sleeping
- Frequent headaches or stomach aches
- Difficulty concentrating
- Changes in academic performance
- Avoiding or missing school

Cookham, Maidenhead and The Lawns Nursery School Federation aims to promote positive mental health for all staff, children and parents.

Our mental health lead is **Sarah Cottle**.



The Federation will ensure that staff, children and parents are made aware of the support available within our schools and in the local community.

Domestic abuse

The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children, as victims in their own right if they see, hear or experience the effects of abuse.

The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- economic;
- emotional;
- controlling or coercive behaviour.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs.

The Federation recognises that exposure to domestic abuse can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. The Federation acknowledges that domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Homelessness

The Federation recognises that being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The DSL is aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include:

- household debt, including new poverty induced by the pandemic;
- rent arrears;
- domestic abuse and antisocial behaviour;
- the family being asked to leave a property.

If a child has been harmed or is at risk of harm, a referral to children’s social care will be made.

Children with family members in prison

The Federation recognises that children who have a family member in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Our schools will work with agencies to help mitigate negative consequences for those children.

Contextual safeguarding and exploitation

Contextual Safeguarding is an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships.



The focus of contextual safeguarding and exploitation (CS&E) is implementing child safeguarding practices into community spaces to ensure that children are protected from the harm they experience outside of the family home. This focus moves beyond just assessing parenting capacity to safeguard a child at home, to assessing the impact of peer groups and community spaces (schools and neighbourhoods) on a child’s safety and wellbeing outside the home.

It looks to identify the influences outside the family that can impact the parent-child relationship and the safety of a child in the community. It then adapts the child protection systems, safeguarding partnerships, and creates new professional networks with those who have an influence in the location so that the identified child, their family and the community are safe.

The Federation will maintain records of concerns about extrafamilial harm in the same way as other concerns are recorded and in accordance with our safeguarding procedures.

Concerns relating to significant harm and extrafamilial harm will be referred by the DSL to the Single Point of Access Team; if considered appropriate, a multi-agency strategy meeting will be held to determine threshold for significant harm.

[Contextual Safeguarding
RBWM Threshold Document](#)

Children missing education

We recognise that full attendance at Nursery is important to the wellbeing of all our children and enables them to access the opportunities made available to them at Nursery. Attendance is monitored closely and we work in partnership with parents when patterns of absence give rise to concern.

We will ensure, where possible, that we have more than one emergency contact number for each child.

As a Federation we refer to the statutory DfE guidance on attendance where safeguarding is a concern. [Working together to improve school attendance \(applies from 19 August 2024\)](#)

Child sexual exploitation (CSE)

The Federation follows the London Child Protection Procedures for safeguarding children from sexual exploitation. [Safeguarding Children from Sexual Exploitation](#)

In February 2017, the government updated the working definition of child sexual exploitation. [Child sexual exploitation definition and guide](#)

“Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.”



“The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.”

Child sexual exploitation is a form of child sexual abuse affecting boys and girls. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

Child sexual exploitation may occur without the child being aware of events, or understanding that these constitute abuse.

Child sexual exploitation is never the victim’s fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

Child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child’s or young person’s immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse;
- is typified by some form of power imbalance in favour of those perpetrating the abuse. While age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, or access to economic or other resources.

Consent: Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don’t comply (all of which are common features in cases of child sexual exploitation), consent cannot legally be given whatever the age of the child.

Key factors in child sexual exploitation: Child sexual exploitation involves some form of exchange (sexual activity in return for something) between the victim and/or perpetrator or facilitator. Where there is no such exchange, for example, where the gain for the perpetrator



is sexual gratification (or the exercise of power or control), this is described as sexual abuse (and not exploitation).

The exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). The receipt of something by a child/young person does not make them any less of a victim.

It is also important to note that the prevention of something negative can also fulfil the definition of exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family.

Potential vulnerabilities: Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues:

- Having a prior experience of neglect, physical and/or sexual abuse
- Lack of a safe or stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality for example)
- Recent bereavement or loss
- Social isolation or social difficulties
- Absence of a safe environment to explore sexuality
- Economic vulnerability
- Homelessness or insecure accommodation status
- Connections with other children and young people who are being sexually exploited
- Family members or other connections involved in adult sex work
- Having a physical or learning disability
- Being in care (particularly those in residential care and those with interrupted care histories)
- Sexual identity

Children may be perpetrators of abuse

It must be recognised that children may also be perpetrators of abuse, sometimes at the same time as being abused themselves.

Child criminal exploitation (CCE)

Child criminal exploitation can happen to girls as well as boys and is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact, it can also occur through the use of technology.

CCE can include children being:

- forced to work in cannabis factories;
- coerced into moving drugs or money across the country (county lines);
- forced to shoplift or pickpocket;
- forced to threaten other young people;
- manipulated into committing vehicle crime.



Some of the following can be indicators of CCE:

- unexplained gifts or new possessions;
- association with other young people involved in exploitation;
- changes in emotional wellbeing;
- misuse of drugs and alcohol;
- regular missing episodes or frequently coming home late;
- missing school or education.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other forms of ‘deal line’. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as “plugging”, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults;
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. While age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Child on Child abuse

Children can abuse other children (often referred to as child on child abuse) and it can take many forms (see new [Child on Child Abuse Toolkit](#)). It can happen both inside and outside of school and online. All staff are able to recognise the indicators and signs of abuse and know how to identify it and respond to reports. This can include (but is not limited to):

- bullying (including online bullying, prejudice-based and discriminatory bullying);
- abuse within intimate partner relationships;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images and/or videos;



- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting and initiation/hazing type violence and rituals.

In areas where gangs are prevalent, older children may attempt to recruit younger children using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

The Federation does not tolerate any form of abuse and will not allow any such behaviour to be passed off as “banter”, “just having a laugh” or “part of growing up”. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

It is likely that to be considered a safeguarding allegation against a child, some of the following features will be found.

What to do:

- When an allegation is made by a child against another child, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern, the designated safeguarding lead should be informed.
- A factual record should be made of the allegation on MYCONCERN, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact children’s services to discuss the case. It is possible that children’s services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a children’s services referral where appropriate.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both childrens’ files.
- If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the child being complained about and the alleged victim).
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the Federation’s usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Bullying

The Cookham, Maidenhead and The Lawns Nursery School Federation has an anti-bullying policy which is set out in a separate document. We keep a record of known bullying incidents, which is shared with and analysed by the Governing Board. All staff are aware that children with SEND and/or differences or perceived differences are more susceptible to being bullied or being victims of child abuse.



If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Executive Headteacher and DSL will consider implementing child protection procedures.

We have a duty to record and regularly report to the local governing body incidents of recorded racism within the Federation.

Sexual violence and sexual harassment

The Federation follows the DfE’s advice about sexual violence and sexual harassment between children in schools and colleges. [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges \(DfE September 2021\)](#)

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys.

Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and offline (both physical and verbal) and are never acceptable. The Federation will ensure that all victims are taken seriously and offered appropriate support.

Sexual violence and sexual harassment is not acceptable at the Federation. Behaviours such as making sexual remarks (even if they are meant as compliments), grabbing bottoms, breasts and genitalia is not “banter” or “having a laugh” and will never be tolerated.

The Federation recognises that the following children can be especially vulnerable to sexual violence and sexual harassment:

- Children with Special Educational Needs and Disabilities (SEND)
- Children who are Lesbian, Gay, Bi, or Trans, Questioning (LGBTQ) or who are perceived to be LGBTQ by their peers.

Sexual harassment: Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, displaying pictures, photos or drawings of a sexual nature;
- upskirting;
- online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (see Youth produced sexual imagery (Sexting) p. insert page number); unwanted sexual comments on social media; sexualised online bullying; exploitation; coercion and threats. Online sexual



harassment may be stand-alone or part of a wider pattern of sexual harassment and/or sexual violence.

The Federation has a clear set of values and standards (and these will be upheld and demonstrated throughout all aspects of school life. The Federation has a Behaviour Policy and Anti-Bullying Policy.

The PSE area of learning within the EYFS curriculum covers the following issues according to the age and stage of development of the children:

- Healthy and happy lives
- Strong warm and supportive relationships
- Manage emotions and a positive sense of self
- How to look after their bodies
- Have confidence in their own abilities
- How to make good friends
- Cooperate and resolve conflicts peaceably
- What respectful behaviour looks like

The Federation will make decisions on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children’s social care and the police as required.

The management of children and young people with sexually harmful behaviour is complex and the Federation will work with other relevant agencies to maintain the safety of the whole school community. Where appropriate, immediate measures will be put in place to support and protect both the victim and the alleged perpetrator. A written record will be made and next steps discussed, taking into account the views of the victim.

A risk and needs assessment will be completed for all reports of sexual violence. The need for a risk and needs assessment for reports of sexual harassment will be considered on a case by case basis. The assessment, which will be kept under review, will consider:

- whether there may have been other victims;
- the victim, especially their protection and support;
- the alleged perpetrator;
- all the other children (and, if appropriate, adult students and staff) at the Federation school, especially any actions that are appropriate to protect them from the alleged perpetrator or from future harm.

The Federation will ensure that appropriate measures are put in place to safeguard and support the victim, the alleged perpetrator and the school community.

Unsubstantiated, unfounded, false or malicious reports: If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help, or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children’s social care may be appropriate.

If a report is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the individual according to our Behaviour Policy.



Upskirting

The Federation will ensure that all staff and children are aware of the changes to the [Voyeurism \(Offences\) Act 2019](#) which criminalise the act of “upskirting”. The Criminal Prosecution Service (CPS) defines upskirting as: “a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person’s clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks, shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders.”

Incidents of upskirting will not be tolerated in our schools. The Federation will make decisions on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children’s social care and the police as required.

Online safety

The Federation has a whole school approach to online safety, which protects and educates children and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Online safety is reflected as required in all relevant policies and is considered when planning the curriculum.

Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children. That harm might range from sending hurtful or abusive texts and emails to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Children may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access those sites in school. Many children own or have access to handheld devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

The Federation’s online safety policy explains how we try to keep children safe in school and protect and educate children in the safe use of technology.

Online bullying by children will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

AI, filtering and monitoring: The Federation refers to the guidance on [generative AI: product safety expectations](#) and [Filtering and monitoring standards for schools and colleges](#) to use AI safely and to help us understand the filtering and monitoring requirements around AI.



So-called “honour based” abuse

So-called ‘honour based’ abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Crimes include female genital mutilation (FGM), forced marriage and harmful practices such as breast ironing.

Honour based abuse might be committed against young people in our schools who:

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

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour in or justification for abusing the human rights of others.

Federation staff will record and report any concerns about a child who might be at risk of HBA to the DSL as with any other safeguarding concern. The DSL will consider the need to make a referral to the police and/or the SPA as with any other child protection concern and may also contact the forced marriage unit for advice as necessary.

Female genital mutilation (FGM)

Female genital mutilation (FGM) is a form of child abuse. It is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so Federation staff are trained to be aware of risk indicators. These risk indicators may include:

- a child talking about getting ready for a special ceremony;
- family taking a long trip abroad;
- a child’s family being from one of the “at risk” communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Gambia, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdish, Indonesian and Pakistani);
- knowledge that the child’s sibling has undergone FGM;
- a child talking about going abroad to be “cut” or to prepare for marriage.

Many such procedures are carried out abroad and staff will be particularly alert to suspicions or concerns expressed by female children about going on a long holiday during the summer holiday period. Staff are aware that it is also possible for these procedures to be undertaken in the UK.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital



Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

(See [Female Genital Mutilation Statutory Guidance](#) for further information)

If staff have a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern.

Signs that may indicate a child has undergone FGM:

- prolonged absence from school and other activities;
- behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued;
- bladder or menstrual problems;
- finding it difficult to sit still and looking uncomfortable;
- complaining about pain between the legs;
- mentioning something somebody did to them that they are not allowed to talk about;
- secretive behaviour, including isolating themselves from the group;
- reluctance to take part in physical activity;
- repeated urinary tract infection;
- disclosure.

Teachers are subject to a statutory duty defined by Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report to the police personally where they discover (e.g. by means of a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting.

The mandatory reporting duty applies to all persons in the Federation who are employed or engaged to carry out “teaching work” in our schools, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report to the police.

In the Federation, teachers in this situation will record their concerns on MYCONCERN and inform the DSL, who will support the teacher in making a direct report to the police.

There are no circumstances in which a teacher or other member of staff will examine a girl.

Child trafficking and modern slavery

Human trafficking, is defined in the UN Protocol on trafficking, adopted in 2000, as the acquisition of a person, by means of deception or coercion, for the purposes of exploitation. Human trafficking, or modern slavery as it is often referred to, is a crime and a safeguarding issue affecting millions across the world and in the United Kingdom.

Federation staff are alert to the existence of modern slavery and child trafficking and concerns will be recorded and reported to SPA as appropriate.

Types of Modern Slavery: Examples of industries and services where slavery exist in the UK today, the victims of which include children and young people are (with examples):

- the sex industry, including brothels;
- retail: nail bars, hand car washes;



- factories: food packing;
- hospitality: fast-food outlets;
- agriculture: fruit picking;
- domestic labour: cooking, cleaning and childminding;
- and in addition, victims can be forced into criminal activities such as cannabis production, theft or begging.

Modern slavery is an issue that transcends age, gender and ethnicities. It can include victims that have been brought to the UK from overseas or vulnerable people in the UK being forced illegally to work against their will. Children and young people have an increased vulnerability to slavery.

Poverty, limited opportunities at home, lack of education, unstable social and political conditions and war are some of the situations that contribute to trafficking of victims and slavery.

Slavery can be linked to a number of safeguarding issues, including child sexual exploitation, but normally includes at least one of the following specific situations:

- child trafficking – young people being moved internationally or domestically so that they can be exploited;
- forced labour – victims are forced to work through physical or mental threat, against their will, often for very long hours for little or no pay, in conditions that can affect their physical and mental health. They are often subjected to verbal or physical threats of violence against them as individuals or their families;
- debt bondage – victims forced to work to pay off debts that they will never be able to. Debts can be passed down to children. Extreme examples include where a victim may be owned or controlled by an “employer” or sold as a commodity.

Possible signs and indicators that someone is a victim of modern slavery that anyone working with children and young people should be aware of include:

- physical appearance – poor physical condition, malnourishment, untreated injuries and looking neglected;
- isolation – victims may not be allowed out on their own and may appear to be under the control or influence of people accompanying them, with the absence of a parent or legal guardian. They may not interact and be unfamiliar in their local community;
- poor living conditions – victims may be living in dirty, cramped or overcrowded accommodation, with multiple children living and working at the same address or premises;
- personal belongings – few possessions, wearing the same clothes each day and no identification documents;
- restricted freedom – victims have little opportunity to move freely and may be kept from having access to their passport;
- unusual travel times – victims may be dropped off or collected from work on a regular basis either very early or late at night;
- reluctant to seek help – victims may avoid eye contact, appear frightened or hesitant to approach people and have lack of trust or concern about making a report should they be deportation or fear of violence on their family.



If a member of Federation staff suspects that a child or parent may be a victim they will, in the first instance, report their concerns to the DSL.

The DSL will seek advice and support from SPA who may in turn make a referral to the National Crime Agency via the National Referral Mechanism (NRM).

Private fostering

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child’s parents. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts. It applies to children under the age of 16, or under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children’s home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

The Federation recognises that most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases. Therefore all staff are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children’s Social Care as soon as possible. When the Federation becomes aware of a private fostering arrangement for a child that has not been notified to Children’s Social Care, we will encourage parents and private foster carers to notify Children’s Social Care themselves in the first instance, but also alert them to our mandatory duty as a school to inform the local authority of children in such arrangements.

Radicalisation and extremism

Protecting children from the risk of radicalisation is part of the Federation’s wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse.

Section 26 of the [Counter-Terrorism and Security Act 2015](#) places a duty on education and other children’s services (“specified authorities”) to have “due regard to the need to prevent people from being drawn into terrorism”.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The government defines extremism as vocal or active opposition to fundamental British values.

The Federation seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to far right/neo-Nazi/white supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist animal rights movements.

Even very young children have been exposed, in rare circumstances, to extremism at home and elsewhere including online.

As children get older, they look for adventure and excitement and they may start to ask questions about their identity and belonging. During this stage of their development they are



vulnerable to extremist groups that may claim to offer answers, identity and a social network apparently providing a sense of belonging. Many of those extremist groups make sophisticated use of the internet and social media to target young people and spread their ideology, making young people more vulnerable to being influenced by extremist ideas.

The Federation takes seriously our responsibility to ensure that children are safe from terrorist and extremist material.

During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. The Federation is committed to preventing children from being radicalised and drawn into any form of extremism or terrorism. The Federation promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing children with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view; and by ensuring that all children are valued and listened to within school.

Federation staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area and a specific understanding of how to identify and support individual children who may be at risk of radicalisation. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern.

The Federation recognises the importance of providing a safe space for children to discuss controversial issues and build the resilience and critical thinking skills needed to challenge extremist perspectives.

When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they will speak with the DSL.

The Federation will discuss any concerns about possible radicalisation identified in school with a child’s parents and carers as with any other safeguarding or child protection issue unless there is reason to believe that doing so would place the child at risk. They will also support parents and carers who raise concerns about their children being vulnerable to radicalisation.

We will then follow normal safeguarding procedures, which may involve contacting the Single Point of Access for consultation and further advice and/or making appropriate referrals to the police PREVENT team and Channel programme for any child whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support.

The Department for Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

We expect all staff, volunteers, governors, visiting professionals, contractors and individuals or agencies that hire school premises to behave in accordance with the Federation staff code of conduct. We will challenge the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any such adult.



Parents and staff may find the following websites informative and useful:

- [Protecting children from radicalisation: the prevent duty](#)
- [Educate against hate](#)

Fabricated or induced illnesses

Federation staff are alert to the issues surrounding fabricated or induced illnesses.

Fabricated or induced illness (FII) is a rare form of child abuse. It happens when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

There are many ways that the parent/carers may fabricate (make up or lie about) or induce illness in a child, for example:

- lying about their child's symptoms;
- deliberately contaminating or manipulating clinical tests to fake evidence of illness. For example, by adding blood or glucose to urine samples, placing their blood on the child's clothing to suggest unusual bleeding, or heating thermometers to suggest the presence of a fever;
- poisoning their child with unsuitable and non-prescribed medicine;
- infecting their child's wounds or injecting the child with dirt or poo;
- inducing unconsciousness by suffocating their child;
- not treating or mistreating genuine conditions so they get worse;
- withholding food, resulting in the child failing to develop physically and mentally at the expected rate.

The very presence of an illness can act as a stimulus to the abnormal behaviour and also provide the parent with opportunities for inducing symptoms.

Fabricated or induced illness is most commonly identified in younger children. Although some of these children die, there are many that do not die as a result of having their illness fabricated or induced, but who suffer significant long term physical or psychological health consequences.

Fabrication of illness may not necessarily result in a child experiencing physical harm, but there may be concerns about the child suffering emotional harm. They may suffer emotional harm and/or disturbed family relationships as a result of an abnormal relationship with their parent.

Federation staff will record and report any concerns about a child who might be experiencing fabricated or induced illness to the DSL as with any other safeguarding concern. The DSL will consider the need to make a referral or consult with the Single Point of Access as with any other child protection concern.

The Royal College of Paediatrics and Child Health (RCPCH) has issued updated guidance: <https://childprotection.rcpch.ac.uk/resources/perplexing-presentations-and-fii/>



11. Children who may be Particularly Vulnerable

Some children are more vulnerable to abuse, neglect or exploitation than others. Several factors may contribute to that increased vulnerability, including prejudice and discrimination; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; an individual child’s personality, behaviour, disability, mental and physical health needs; and family circumstances.

To ensure that all children attending our nursery schools receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs;
- young carers;
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs;
- asylum seekers;
- looked after by the local authority or otherwise living away from home;
- vulnerable to being bullied, or engaging in bullying behaviours;
- living in temporary accommodation;
- living transient lifestyles;
- children with poor attendance;
- living in chaotic and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality;
- already perceived as a “problem”;
- at risk of child sexual exploitation (CSE);
- do not have English as a first language;
- at risk of female genital mutilation (FGM);
- at risk of forced marriage;
- at risk of being drawn into extremism.

This list provides examples of vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

12. Children who have a Social Worker

Children may need a social worker due to safeguarding and/or welfare needs. This may be due to abuse, neglect, exploitation or complex family circumstances. The Federation recognises that a child’s experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

The local authorities will share the fact that a child has a social worker with the school, and the DSL will ensure that decisions can be made in the best interests of the child’s safety, welfare and educational outcomes. This information will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are



known safeguarding risks) and promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

The role of the Virtual School has been extended to provide advice and support to children who are subject to a child in need plan or a child protection plan.

13. Children Looked After and Previously Looked After

The most common reasons for children becoming looked after is as a result of abuse and/or neglect. The Federation will ensure that staff have the necessary skills and knowledge to keep children looked after and previously looked after safe. Appropriate staff will have the information they need in relation to a child looked after’s legal status (for example, who has parental responsibility, who is not permitted to have contact and who is not permitted to know where the child is being educated) and the level of authority delegated by the caring authority to the carer.

The designated teacher for children looked after is **Sarah Cottle**. The designated governor for children looked after is **Gill Cocklin**.

The designated teacher will:

- promote a culture of high expectations and aspirations for how children looked after and previously looked after learn;
- make sure the young person has a voice in setting learning targets;
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning;
- make sure that the children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home;
- have lead responsibility for the development and implementation of all children looked after’s personal education plans (PEPs) within the Federation.

Virtual school headteachers have taken on extended duties to include Kinship Caring and attendance for children with a social worker.

Role and responsibilities of the designated teacher

The designated teacher has attended appropriate training and ensures that the school has the up-to-date details of the allocated social worker/personal adviser (care leavers) and the virtual school headteacher in the local authority that looks after the child. Details of the AfC Virtual School can be found at: [AfC Virtual School](#)

14. Early Help and Interagency Working

At the Federation we are prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through to teenage years. In the first instance staff should discuss early help requirements with the DSL.



Any child may benefit from early help, but at the Federation we are particularly aware of the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from education, home or care;
- has a parent or carer in custody or is affected by parental offending;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child;
- has emerging challenging behaviours.

The DSL can take a case to the [Early Help](#) to get multi-agency support.

If early help and/or other support is appropriate, the case will be kept under constant review and consideration given to a referral to children’s social care if the child’s situation doesn’t appear to be improving. The DSL is aware of the local escalation policy and procedures. We work closely with local professional agencies including social care, the police, health services and other services including voluntary organisations to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

As part of meeting a child’s needs, our Governing Board recognises the importance of sharing information between professionals and local agencies. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

[Early Help Strategy](#)

15. What to Do If Staff Are Concerned About a Child’s Welfare

If staff have any concerns about a child’s welfare, they must act on them immediately. Any concerns regarding indicators of abuse or neglect or signs that a child may be experiencing a safeguarding issue should be recorded on MYCONCERN passed to the DSL or Deputy DSL. For physical signs of abuse, a body map can also be used Concerns can also be discussed in person with the DSL but the details of the concern should be recorded in writing.

There will be occasions when staff may suspect that a child may be at risk, but have no “real” evidence. The child’s behaviour may have changed, their artwork could be bizarre, they may



write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.

The Federation recognises that the signs may be due to a variety of factors, for example a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding. In these circumstances staff will exercise professional curiosity and will try to give the child the opportunity to talk. It is fine for staff to ask the child if they are OK or if they can help in any way.

Staff should use MYCONCERN to record these early concerns and give the completed form to the DSL.

Following an initial conversation with the child, if the member of staff remains concerned, they should discuss their concerns with the DSL and put them in writing. If the child does begin to reveal that they are being harmed, staff should follow the advice below regarding a child making a disclosure.

16. What to Do If a Child Discloses to a Member of Staff

Remember the seven Rs: receive; reassure; respond; report; record; remember; review.

We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.

A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

For some extra help see [NSPCC Responding to a child's disclosure of abuse](#). During their conversation with the child, staff will:

- listen to what the child has to say and allow them to speak freely;
- remain calm and not overact or act shocked or disgusted – the child may stop talking if they feel they are upsetting the listener;
- reassure the child that it is not their fault and that they have done the right thing in telling someone;
- not be afraid of silences – staff must remember how difficult it is for the child and allow them time to talk;
- take what the child is disclosing seriously;
- ask open questions and avoid asking leading questions;
- avoid jumping to conclusions, speculation or make accusations;
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused;
- avoid admonishing the child for not disclosing sooner. Saying things such as “I do wish you had told me about it when it started” may be the staff member’s way of



being supportive, but may be interpreted by the child to mean they have done something wrong. There are multiple reasons why children delay disclosing;

- tell the child what will happen next.

If a child talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on. Staff are not allowed to keep secrets.

The member of staff should write up their conversation as soon as possible on MYCONCERN in the child’s own words. Staff should make this a matter of priority. The record should be signed and dated, the member of staff’s name should be printed and it should also detail where the disclosure was made and who else was present. For physical signs of abuse, a body map can also be used. The record will be handed to the DSL.

17. Notifying Parents

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure. If, however, the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the Single Point of Access.

Where there are concerns about forced marriage, honour-based abuse or any harmful practice, parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

18. Making a Referral to the Single Point of Access (SPA)

Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to the Single Point of Access is appropriate. If a referral is needed, then the DSL should make it. However, anyone, including children, can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn’t been made, they can and should consider making a referral themselves.

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 to the child.

If you have not had any feedback from SPA within 72 hours of making the referral, you must follow this up.

If after a referral the child’s situation does not appear to be improving, the DSL (or whoever made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child’s situation improves.

If a child is in immediate danger or is at risk of harm, a referral should be made to SPA and/or the police immediately. Anybody can make a referral.

Where referrals are not made by the DSL, the DSL should be informed as soon as possible.



SPA: 01628 683150; mash@achievingforchildren.org.uk

OUT OF HOURS: 01344 786543

[SPA referral form](#)

19. Support for Staff

We recognise that staff working in the Federation who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

20. Confidentiality

The Federation recognises that to effectively meet a child's needs, safeguard their welfare and protect them from harm, each nursery school must contribute to inter-agency working in line with [Working Together to Safeguard Children \(2023\)](#) and share information between professionals and agencies where there are concerns.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018 and GDPR is not a barrier to sharing information where the failure to do so would place a child at risk of harm.

The DfE emphasises that: "The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. 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."

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. It is important that staff and volunteers tell the child in a manner appropriate to the child's age and development that they cannot promise complete confidentiality and that they may need to pass information on to other professionals to help to keep the child or other children safe.

We also recognise, however, that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Executive Headteacher or DSLs will only disclose information about a child to other members of staff on a need-to-know basis.

We will always undertake to share our intention to refer a child to SPA with their parents and carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with SPA on this point.



21. Record Keeping

Children’s safeguarding and child protection records will be stored securely on MYCONCERN and access to them will be appropriately limited.

When children leave the Federation, each nursery school will ensure that their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from their main file, ensuring secure transit and a confirmation of receipt will be requested and retained. Where appropriate, the DSL will share information in advance of the child transferring so support can be put in place.

22. Safeguarding and Recruitment

Keeping Children Safe in Education (September 2025), sets out clear guidance for schools which is adhered to at this school. The Federation will comply with the guidance set out in Part 3 of Keeping Children Safe in Education, September 2025. Safer recruitment procedures also contain detailed information about recruitment and selection procedures for staff and volunteers.

The recruitment process is robust in seeking to establish the commitment of candidates to support the Federation’s measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them.

All staff working within the Federation who have substantial access to children have been checked as to their suitability, including verification of their identify, qualifications and a satisfactory barred list check, enhanced DBS check and a right to work in the UK and satisfactory completion of a Disclosure by Association form if working within a nursery or reception classes, and before or after school provision with children under eight.

At least one member of every recruitment and selection panel will have completed safer recruitment training.

A Single Central Record of employment checks must be held by the Federation and is checked termly by the Finance Officers. The Single Central Record must cover the following people:

- All staff (including supply staff, and teacher trainees on salaried routes) who work in the Federation;
- All other others who work in regular contact with children in the Federation, including volunteers.

The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- An identity check;
- A barred list check;



- An enhanced DBS check/certificate;
- A prohibition from teaching check;
- Further checks on people living or working outside the UK;
- For people who have lived/worked overseas prior to the 5 year period covered by a DBS the Governing Body will carry out a risk assessment to determine if an overseas check/certificate of good conduct from this country is required. This will be recorded in the staffing committee minutes;
- A check of professional qualifications;
- A check to establish the person’s right to work in the United Kingdom.

It is our Federation’s policy that all DBS checks will be reviewed on a 3 yearly cycle.

For supply staff, schools should also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

Where checks are carried out on volunteers, a record will be made on the Single Central Record.

23. Disqualification under The Childcare Act

It is a legal requirement for schools to ensure that disqualified staff do not engage in childcare. Schools are to make staff aware of the requirements and provide an opportunity for staff to come to them if they think they are disqualified. The guidance relates to teaching early years children, and the supervision of children under eight years old at, before or after school clubs. Relevant staff within the Federation will be asked to self-declare that they are not Disqualified under the Childcare Act 2006. All staff to the Federation will go through an enhanced DBS check where this declaration is also checked. (See Appendix 2).

Where an individual discloses information that potentially disqualifies them from working in the relevant setting:

- seek advice immediately from HR and/or the LADO where possible.

If advised to do so (or where the disqualification is clear):

- remove the individual from work in the relevant setting (this may be redeployment or suspension on full pay. Garden leave may be used if more time is needed to make a decision);
- inform Ofsted – disqualification@ofsted.gov.uk – and inform the individual that you have done this;
- provide information to the individual about applying for a waiver from Ofsted;
- consider the longer term implications for the individual if a waiver is not granted/the individual is not willing to apply for it (this may be permanent redeployment to alternative duties or possibly dismissal).



For new employees:

- add the disqualification declaration model form to the list of pre-employment checks you carry out;
- ask all new employees complete and sign the form as part of the recruitment process, and prior to confirming the offer of employment;
- do not employ anyone who makes a positive declaration (this would be a criminal offence);
- include the check on the Single Central Record.

Full guidance can be found in the Disqualification under Childcare Act Section 75 2018 regulation.

24. Procedure for Dealing with Complaints and Allegations About Staff

The Federation has a whole school approach to safeguarding and we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the Federation (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Despite all efforts to recruit safely, there may be occasions when allegations of abuse against children are reported to have been committed by staff, supply staff, practitioners, other outsider organisation and/or volunteers, who work with children in our nursery schools.

An allegation is any information which indicates that a member of staff, supply staff, other outsider organisations or volunteer may have:

- behaved in a way that has, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

This applies to any child the member of staff, supply staff, volunteer, or other outsider organisation has contact with in their personal, professional or community life, as if they had child protection concerns raised for their own children.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the Federation’s Staff Code of Conduct and Keeping Children Safe in Education 2025.

Guidance about conduct and safe practice, including safe use of mobile phones and other electronic devices by staff, will also be given at induction.

All staff should be aware of name of the Federation’s behaviour policy.

All school staff should take care not to place themselves in a vulnerable position with a child.

We understand that a child may make an allegation against a member of staff or staff may have concerns about another staff member. If such an allegation is made, or information is



received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Executive Headteacher or the DSL.

The Executive Headteacher or the DSL on all such occasions will discuss the content of the allegation with the local authority designated officer (LADO) within 24 hours and before taking any further action.

If the allegation made to a member of staff concerns the Executive Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO as above, without notifying the Executive Headteacher first. Contact details for the Chair of Governors can be found in section 2 of this policy and on the back of staff lanyards.

Reporting to the LADO applies even where the nature of the alleged assault would not normally meet the threshold if applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by police or Children's Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:

- the vulnerability of children away from home;
- the higher standards of conduct demanded by law and regulation of those caring for other people's children;
- the position of trust enjoyed by such people.

The Federation will follow [Keeping Children Safe in Education 2025](#) for managing allegations against staff and procedures.

Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and the Executive Headteacher will seek the advice of the LADO and an HR consultant in making this decision. All options to avoid suspension will be considered. In the event of an allegation against the Executive Headteacher, the decision to suspend will be made by the Chair of Governors in consultation with the LADO and HR.

If the allegation is regarding supply staff, the relevant nursery school will ensure that allegations are dealt with properly. In no circumstances will the Federation cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The nursery school will discuss with the agency whether it is appropriate to suspend the supply worker, or redeploy them to another part of the nursery or Federation, whilst they carry out their investigation.

If an allegation pertains to another adult not employed directly by the Federation, for example catering staff, cleaning staff, or a former member of staff, the school will work directly with the employing agency and the LADO as described above.

We will ensure that all external agencies used are provided with details of the Federation's process for managing information.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.



There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in a regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. If a teacher is dismissed due to serious misconduct, or might have been dismissed had they not left first, consideration will be given as to whether to refer the case to the Secretary of State via the Teaching Regulation Agency.

Low level concerns

The term “low-level” concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a “nagging doubt” – that an adult working in or on behalf of the Federation may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work;
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone or other personal electronic device;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

The culture of our Federation is such that staff are encouraged to pass on low level concerns to the DSL or the Executive Headteacher. These concerns will be recorded on a form (Reporting Low Level Staff Behaviour Concerns) and dealt with appropriately.

Ensuring they are dealt with effectively will also protect those working in or on behalf of the Federation from potential false allegations or misunderstandings.

25. Whistleblowing

The Cookham, Maidenhead and The Lawns Nursery School Federation has a whistleblowing policy which is available as a separate document. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

Our Federation works hard to encourage a culture of mutual respect and learning. We welcome comments and feedback and provide staff, children and parents with a safe mechanism to raise any concerns.



All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the Federation’s or individual nursery school’s safeguarding arrangements.

In the first instance this should be raised with the Executive Headteacher, the DSL or the Chair of Governors. If it becomes necessary to consult outside the Federation, they should speak to the LADO for further guidance and support.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0808 800 5000 or email: help@nspcc.org.uk.

Whistleblowing issues regarding staff members should be reported to the headteacher and issues regarding the Executive Headteacher should be raised with the Chair of Governors whose contact details are in section 2 of this policy.

26. Physical Intervention

The Cookham, Maidenhead and The Lawns Nursery School Federation promotes a positive environment for all staff, children, volunteers and visitors. We have a “Use of Reasonable Force” policy included within the Federation Behaviour Policy, which is available as a separate document. Staff will always employ de-escalation techniques to stop situations escalating and we acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others. At all times, minimal force is used to prevent injury to another person. Staff who are likely to need to use physical intervention will be appropriately trained.

All incidents involving physical intervention will be recorded and signed by a witness.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given “safe practice” guidance to ensure they are clear about their professional boundaries.

27. Related Policies

This policy should be read in conjunction with the following Federation documents, policies and procedures:

- Behaviour Policy
- Staff Code of Conduct
- Governor Code of Conduct
- Whistleblowing Policy
- Anti-bullying Policy
- Health & Safety Policy



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- LADO referral
- Curriculum
- Relationships Education policy
- Teaching and learning
- Medicines Policy
- Alcohol Misuse Policy
- Internet and Email Policy
- Risk assessments
- Intimate care Policy

Approved by: Full Governing Body

Signed by Chair of Governors:

Date: 24th September 2025

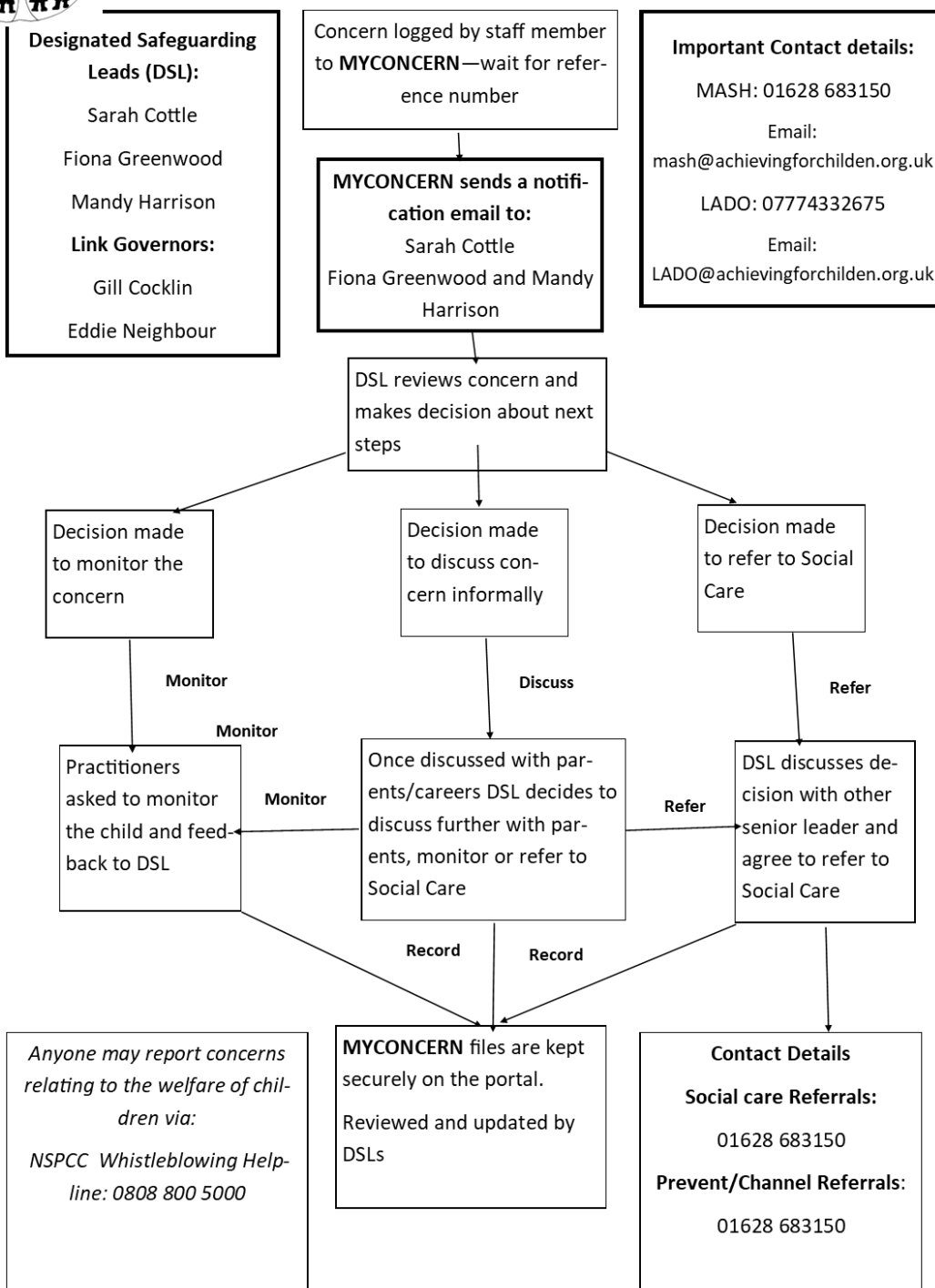
Review Date: September 2026



Appendix 1 – Safeguarding Concerns Flow Charts

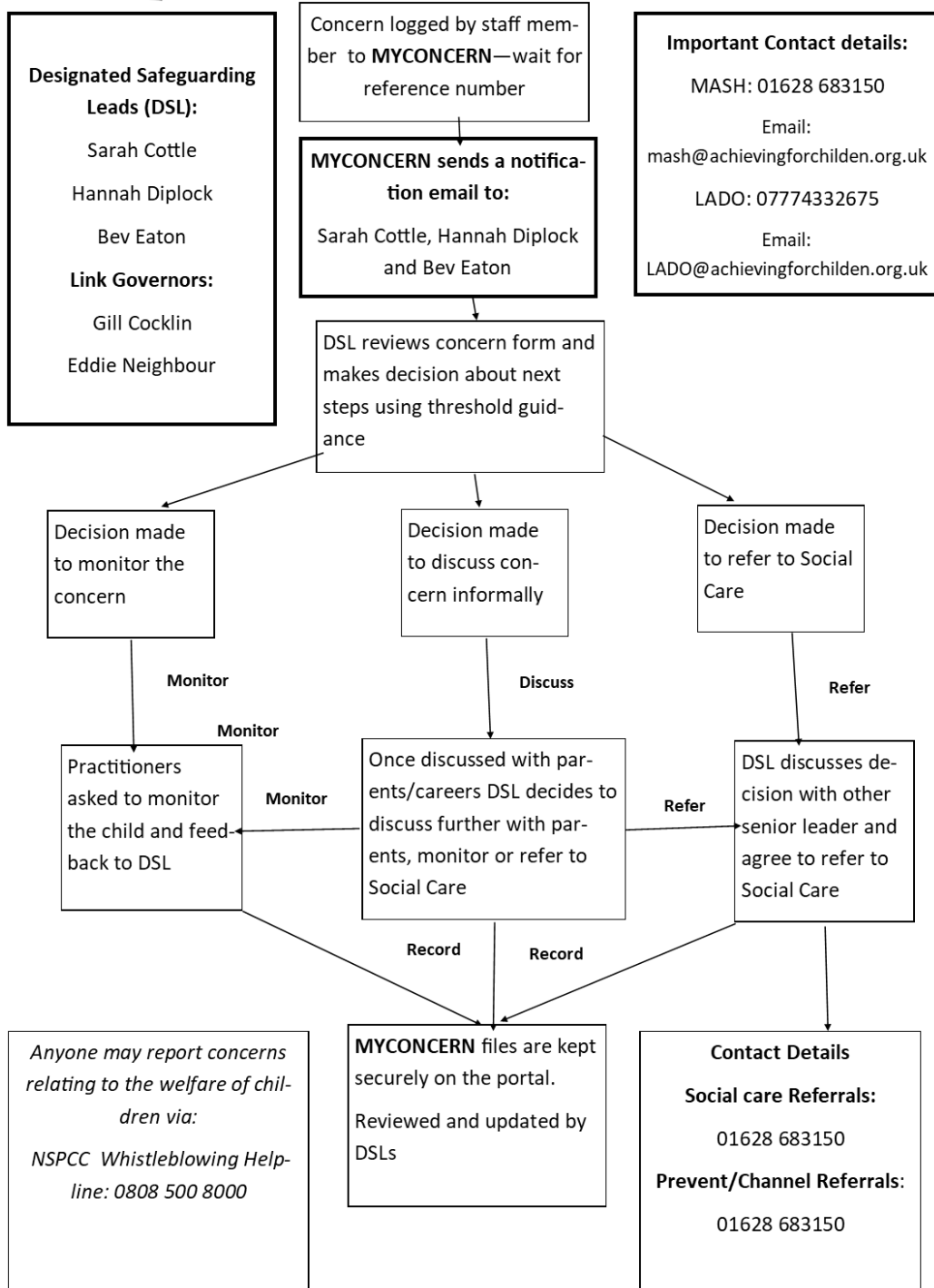


CNS - FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



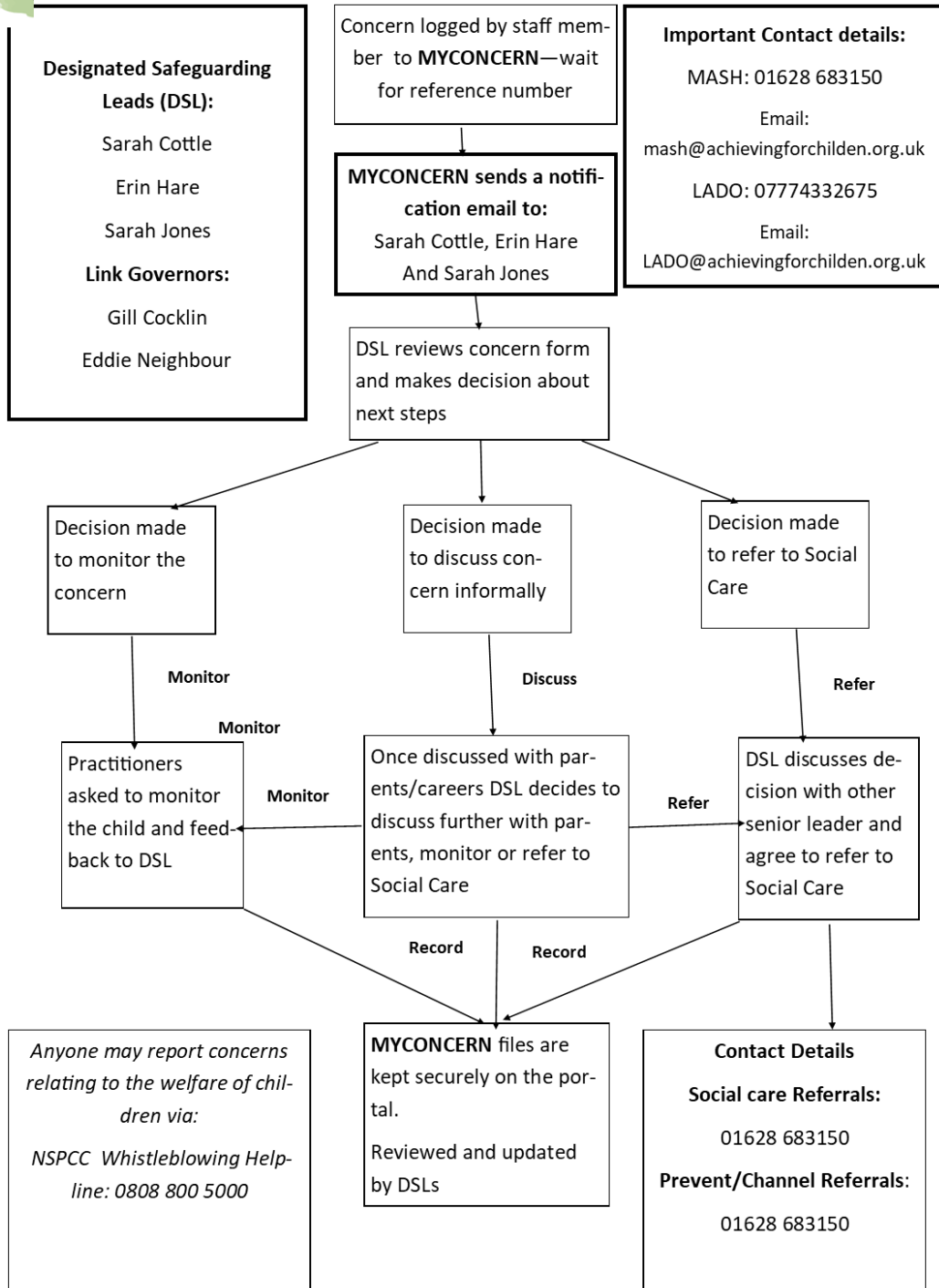


MNS - FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



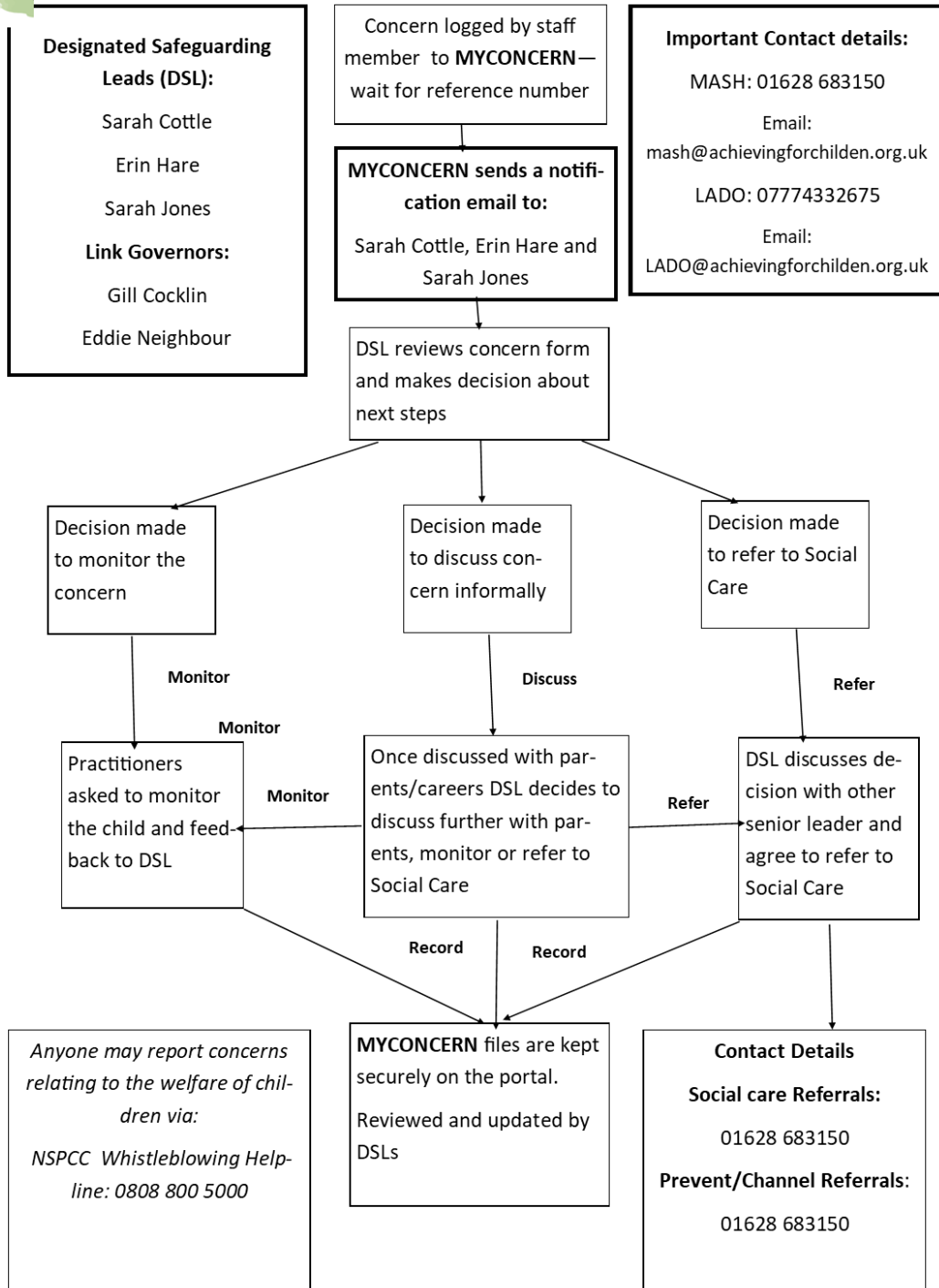


TLNS - FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD





TLPN- FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD





Appendix 2

Links

Children Act 1989 Care Planning, Placement and Case Review:

www.gov.uk/government/publications/children-act-1989-care-planning-placement-and-case-review

Children Act 2004: www.legislation.gov.uk/ukpga/2004/31/contents

Education Act 2002: www.legislation.gov.uk/ukpga/2002/32/section/175

Keeping Children Safe in Education 2025: www.gov.uk/government/publications/keeping-children-safe-in-education--2

Working Together to Safeguard Children 2023:

www.gov.uk/government/publications/working-together-to-safeguard-children--2

Inspecting Safeguarding in Early Years, Education and Skills:

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills/inspecting-safeguarding-in-early-years-education-and-skills>

Teachers' Standards: <https://www.gov.uk/government/publications/teachers-standards>

What to do if You're Worried a Child is Being Abused:

www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Information Sharing: www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

Data Protection Guidance: <https://www.gov.uk/data-protection>

Statutory framework for the early years foundation stage:

https://assets.publishing.service.gov.uk/media/659d3e68aaae22001356dc46/Early_years_foundation_stage_statutory_framework_for_group_and_school-based_providers.pdf

Early years foundation stage (EYFS) statutory framework:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Statutory guidance for alternative provision:

<https://www.gov.uk/government/publications/alternative-provision>

Online Filtering and Monitoring Standards for Schools:

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>



UK Safer Internet Centre:

<https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring>

Statutory Guidance for Alternative Provision:

<https://www.gov.uk/government/publications/alternative-provision>

RBWM Multi-agency Threshold Document: [digital_w_m_multi-agency_threshold_guidance_15_nov_23.pdf](https://www.rbwm.gov.uk/digital_w_m_multi-agency_threshold_guidance_15_nov_23.pdf) (rbwmsafeguardingpartnership.org.uk)

RBWM Multi-agency Threshold Document:

https://rbwmsafeguardingpartnership.org.uk/assets/1/multi_agency_threshold_guidance_february_2016.pdf

ACEs video: <https://www.youtube.com/watch?v=XHgLYI9KZ-A>

Mental health and behaviour in schools guidance:

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/>

Mind: <https://www.mind.org.uk/>

Kooth: <https://www.kooth.com/>

Domestic Abuse Act 2021: <https://www.legislation.gov.uk/ukpga/2021/17/contents/enacted>

Children Missing Education Statutory Guidance:

<https://www.gov.uk/government/publications/children-missing-education>

Local Guidance:

<https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/education/education-welfare-service-ews>

https://berks.proceduresonline.com/west_berk/p_ch_missing_educ.html

Working together to improve school attendance (applies from 19 August 2024):

https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf

Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE September 2021): <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Beyond Referrals Toolkit:

https://www.csnetwork.org.uk/assets/documents/CSN_BeyondReferrals_SchoolsGuidance_ARTWORK.pdf



When to call the police:

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Stop it Now: <https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/preventing-harmful-sexual-behaviour/>

Beyond Referrals: <https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools>

Child Sexual Exploitation Definition and Guide:

www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>

National Cyber Security Centre: <https://www.ncsc.gov.uk/>

Preventing youth violence and gang involvement:

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

Criminal exploitation of children and vulnerable adults: county lines:

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Child on Child Abuse Toolkit:

<https://www.leadershipupdate-rbwm.co.uk/new-child-on-child-tool-kit/>

Sharing nudes and semi-nudes: how to respond to an incident:

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>

Searching, Screening and Confiscation:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

Female Genital Mutilation Statutory Guidance:

www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

Guidance Forced Marriage: www.gov.uk/guidance/forced-marriage

Asian Women's Resource Centre: <https://www.asianwomenscentre.org.uk/>

Modern slavery: how to identify and support victims:

<https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims>



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Looking After Someone Else's Child: www.gov.uk/looking-after-someone-elses-child

Protecting Children from Radicalisation: The Prevent Duty:

www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

Educate Against Hate: <https://educateagainsthate.com/>

Papyrus: <https://www.papyrus-uk.org/suicide-prevention/>

RCPCH updated guidance on fabricated or induced illness:

<https://childprotection.rcpch.ac.uk/resources/perplexing-presentations-and-fii/>

Role and Responsibilities of the Designated Teacher:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/269764/role_and_responsibilities_of_the_designated_teacher_for_looked_after_children.pdf

AfC Virtual School: <https://www.afcvirtuelschool.org.uk/>

Early Help Assessment: <https://rbwmsafeguardingpartnership.org.uk/p/safeguarding-children/early-help-and-intervention>

Guidance for Safer Working Practice: Contextual Safeguarding:

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

RBWM threshold doc:

https://rbwmsafeguardingpartnership.org.uk/assets/1/multi_agency_threshold_guidance_february_2016.pdf

Child Missing Education: <https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/education/education-welfare-service-ews>

Criminal Exploitation of Children and Vulnerable Adults: County Lines:

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Teaching Online Safety: <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

AI, filtering and monitoring: [generative AI: product safety expectations](#) and [Filtering and monitoring standards for schools](#)

Children who run away or go missing from home or care:

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

NSPCC Responding to a child's disclosure of abuse:

<https://www.youtube.com/watch?v=bvJ5uBIGYgE>



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SPA referral form: <https://rbwmsafeguardingpartnership.org.uk/p/safeguarding-children/concerned-about-a-child>

Price training: <https://www.pricetraining.co.uk/your-sector/schools-education/>

Positive environments where children can flourish:

<https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish/positive-environments-where-children-can-flourish>

Use of reasonable force: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>



Appendix 3

The Seven Rs

Receive

Listen to what is being said, without displaying shock or disbelief. Accept what is said and take it seriously. Make a note of what has been said as soon as practicable.

Reassure

Reassure the child, but only as far as is honest and reliable. Do not make promises you may not be able to keep, e.g.: “I’ll stay with you”, or “everything will be alright now” or “I’ll keep this confidential”. Do reassure, e.g. you could say “I believe you”, “I am glad you came to me”, “I am sorry this has happened”, “we are going to do something together to get help”.

Respond

Respond to the child only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.

Do not ask “leading” questions, i.e. “did he touch your private parts?” or “did she hurt you?”. Such questions may invalidate your evidence (and the child’s) in any later court proceedings.

Instead, make use of open ended questions which offers the child the opportunity to provide more information about an event in a way that is not leading, suggestive or putting them under pressure. Open questions may use: How? When? Who? Where?

Questions beginning with the phrases “tell me”, “describe” or “explain” are useful:

- Tell me what happened, tell me who was there....
- Explain what you mean when you say....
- Describe the place to me....

Do not criticise the alleged perpetrator; the child may care about him/her, and reconciliation may be possible.

Do not ask the child to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the child that it will be the DSL or Executive Headteacher.

Report

Share concerns with the DSL as soon as possible. If you are unable to contact your DSL, deputy DSL, or most senior member of staff, if the child is at risk of immediate harm, you MUST contact Achieving for Children SPA service or Police.

If you are dissatisfied with the response from the DSL or children’s social work, you should ask for the decision to be reconsidered, giving your reasons for this.



A formal referral or any urgent medical treatment must not be delayed by the unavailability of designated staff.

Record

If possible, make some very brief notes at the time and write them up as soon as possible. Keep your original notes on file.

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make a written record as soon as practical, recording the disclosure using the child’s own words, what was said or seen and the location both of the abuse and the disclosure.

Record the date, time, place, person’s present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual “pet” words, record the actual words used, rather than translating them into proper words.

A record of a concern, suspicion or allegation should be made at the time of or as soon as possible after the event. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.

Record facts and observable things, rather than your “interpretations” or “assumptions”.

A record should be made of any visible marks, bruising or injuries to a child that give cause for concern. This may be completed on a body map (see Appendix 3). The child should not be examined intimately or pictures taken of any injuries/marks.

All records must be signed and dated clearly with the name of the signatory clearly printed. Children **MUST NOT** be asked to make a written statement themselves or to sign any records. All records of a child protection nature (handwritten or typed) are passed to the DSL.

Remember

Support the child: listen, reassure, and be available. Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues.

Try to get some support for yourself if you need it.

Review

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure?
- Have these been remedied?
- Is further training required?