Newbold School (Draft)

Safeguarding and Child Protection Policy

Published: September 2026

Next Review Date: August 2027

Headteacher's signature: Mrs J Crissey

Chair of Governors: Pastor D McCormac

VISION STATEMENT

Rooted in Christian faith, Newbold School seeks to inspire excellence, nurture respect, and cultivate environmentally responsible world citizens.

MISSION STATEMENT

As a faith-based school, our mission is to provide exceptional Christian education in a safe,respectful, and nurturing environment. Guided by faith, we foster a deep sense of responsibility for God's creation and commitment to lifelong learning.

VALUES

· Faith – The heart of our community, embracing Christianity and fostering inclusivity.
· Excellence – Encouraging the highest standards in academics, character, and spiritual growth.
· Respect – Instilling respect for self, others, and the world around us.
· Community – Building meaningful connections within our school, church, and local area.
· Environmental Stewardship – Caring for God's creation through sustainable practices.
· Holistic Development – Supporting growth in mind, body, and spirit to honour God's design.

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Safeguarding Policy Statement:

The **purpose** and **scope** of our safeguarding and child protection policy is:

A whole-school, child-centred approach is fundamental to all aspects of everyday life at our school. At Newbold School we strive to create a culture which enables children to express their wishes and feelings and talk about anything that is of importance to them. We believe that every child deserves to receive an education within an environment where they feel safe to learn and develop. We want our pupils, staff, parents and carers to have confidence and trust in our goals and know that collaborative working is fundamental to create and maintain a child-centred approach to safeguarding.

In practice, this means we endorse the key principle that the welfare of a child is paramount, keeping them at the centre of all decision making in our partnership working with them, their families, and those supporting them.

Throughout our broad and balanced curriculum, we will provide activities and opportunities for children to develop the knowledge, values and skills they need to identify risks, including knowing when and how to ask for help for themselves and others to stay safe (this includes online). The Relationships Education, Relationships and Sex Education and Health Education will cover relevant topics in an age and stage appropriate way, enabling pupils to learn about their rights and responsibilities to behave and stay safe in a variety of contexts on and offline. This will provide further reinforcement to help children identify risks and develop the skills to know when and how to seek and ask for help from trustworthy, reliable sources.

Our broad, balanced and inclusive curriculum supports a strong child-centred approach to safeguarding. Through our curriculum, including Relationships, Health and wider personal development opportunities, pupils develop the knowledge, skills, confidence and resilience to recognise risks, make safe choices and know when and how to seek help for themselves and others. Opportunities such as Forest School, educational visits, drama, collaborative learning and discussion further develop independence, wellbeing, respect and understanding of the world around them. Teaching is adapted to meet individual needs, including those of pupils with SEND and EAL, and pupils are encouraged to express their views, ask questions and take ownership of their learning. In this way, safeguarding is embedded throughout school life and children are supported to understand their rights and responsibilities and to stay safe both online and offline.

Newbold School shall strive to achieve this by addressing current legislation (and any amendments to the same), policies and guidance surrounding the protection of children in England, including but not limited to:

- The statutory guidance 'Working Together to Safeguard Children 2023 (as amended in 2026), the DfE Statutory Guidance 'Keeping Children Safe in Education' (KCSIE) 2026 and the 'Children's Wellbeing and Schools Act 2026.
- The statutory guidance, Working Together to Improve School Attendance 2026
- The Early Years Foundation Statutory Framework
- Berkshire Child Protection procedures are followed in line with Bracknell Forest Safeguarding Board (BFSB) expectations.
- Consideration of the Human Rights Act 1998, The Children Act 1989 (and 2004 amendment), The Equality Act 2010, Public Sector Equality Duty, statutory guidance on the Prevent duty and Female Genital Mutilation (FGM) when making individual decisions about pupils.
- Reflects our whole school approach and commitment to safeguarding and child protection.
- Clear procedures to support safeguarding and child protection.
- The underpinning of other relevant policies including attendance, behaviour, staff/volunteer code of conduct, online safety (E-Safety & ICT Policy), whistleblowing/low-level concerns, and our complaints/grievance procedure (see appendix B).

We recognise that safeguarding is **everybody's** responsibility in our school and the responsibility we have under Section 175/Section 157 for Independent Schools and Academies of the Education Act 2002.

We believe that all staff in our school play an important role in identifying concerns early, providing help and support for our pupils, promoting their welfare, and preventing concerns from escalating. We all have a responsibility to support pupils holistically and provide a safe environment in which they can learn.

This policy is publicly available via our website or a paper copy can be viewed at reception on request and is reviewed annually (as a minimum) and will be kept up to date throughout the year, as required.

Key Contacts:

Role	Name	Contact Details
Designated Safeguarding Lead (DSL)	**Mrs J Crissey**	headteacher@newboldschool.co.uk 01344 421088
Deputy Designated Safeguarding Lead (DDSL)	**Mrs M Jennings** **Mrs V Stanborough**	m-jennings@newboldschool.co.uk 01344 421088 v-stanborough@newboldschool.co.uk 01344 421088
Members of staff who have also received the Designated Person training (including EYs)	**Mrs M Gogarty**	m-gogarty@newboldschool.co.uk 01344 421088
Chair of Governors	**Pastor D McCormac**	doug@newboldchurch.org
Nominated Safeguarding and Child Protection Governor	**Pastor D McCormac**	doug@newboldchurch.org
Special Educational Needs and Disabilities Lead (SENCO)	**Mrs J Crissey** **Mrs M Jennings (EY)** **Mrs V Stanborough**	headteacher@newboldschool.co.uk m-jennings@newboldschool.co.uk v-stanborough@newboldschool.co.uk
The Designated Teacher (DT) for Children Looked After	**Mrs J Crissey**	headteacher@newboldschool.co.uk
Prevent Lead	**Mrs J Crissey**	headteacher@newboldschool.co.uk

Mental Health Lead	**Mrs L Bilson (ELSA)** **Mrs C Marten (AMH)**	l-bilson@newboldschool.co.uk 01344 421088 c-marten2@newboldschool.co.uk 01344 421088
Local Authority Designated Officer (LADO)	Alison Small	lado@bracknell-forest.gov.uk 01344 351572
Children's Social Care – for reporting concerns	MASH	mash@bracknell-forest.gov.uk 01344 352005
	Emergency Duty Service – after hours, weekends and public holidays	01344 351999
Prevent Prevent	Parents' Booklet (educateagainsthate.com) ACT Early | Prevent radicalisation 0800 011 3764 Channel helpline 020 7340 7264	preventreferralsbracknell@thamesvalley.pnn.police.uk https://www.bracknell-forest.gov.uk/crime-and-emergencies/crime-and-community-safety/preventing-violent-extremism-0
Bracknell Forest Safeguarding Board (BFSB)		Bracknell Forest Safeguarding Board
Bracknell Forest Council Education Safeguarding Team		safeguarding.ourschools@bracknell-forest.gov.uk 01344 354078
Virtual School		virtual.school@bracknell-forest.gov.uk 01344 352777

Young Carers Service		Young.carers@bracknell-forest.gov.uk
Make Safe		makesafe@bracknell-forest.gov.uk 01344352020
Police		Emergency 999 Non-emergency 101
NSPCC Helpline		Call: 0808 800 5000 Email help@NSPCC.org.uk.

Legislation and guidance:

This policy has been based upon the Department for Education (DfE) statutory guidance.

Links to legislation and guidance can be found in Appendix D

Keeping children safe in education (KCSIE) which sets out the legal duties that all schools and colleges in England must follow to safeguard and promote the welfare of children under the age of 18.

Statutory guidance Working Together to improve school attendance which reinforces the link between attendance, safeguarding, and the identification of vulnerable children.

The Children's Wellbeing and Schools Act which sets out the principle that safeguarding, attendance, wellbeing and education are interconnected; strengthens expectations on schools to identify children at risk earlier, share information effectively, respond to attendance concerns as potential safeguarding issues and work collaboratively with other agencies to promote children's welfare

Section 175 of the Education Act 2002, places a duty on schools and Local Authorities to safeguard and promote the welfare of pupils.

The School Staffing (England) Regulations 2009, which sets out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques.

This policy also meets requirements relating to safeguarding and welfare in the Statutory framework for the early years foundation stage for group and school providers (publishing.service.gov.uk)

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children.

Part 1 of the schedule to the Non-Maintained Special Schools (England) Regulations 2015, which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school.

Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

Working together to safeguard children - Working together to safeguard children 2026 outlines what organisations and agencies must and should do to help, protect and promote the welfare of all children and young people under the age of 18 in England

Serious Crime Act 2015, Female Genital Mutilation Act 2003 which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

The Crime and Policing Act 2026 which clearly defines 'regulated activity' and schools duty to complete DBS with barred list checks and the use of risk assessments for volunteers who do not fall under the definition of regulated activity.

Statutory guidance on the Prevent duty, Prevent duty guidance: England and Wales (2023) Prevent duty guidance: England and Wales (2023) - GOV.UK All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism"

The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)

The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics. This means our governors and headteacher should carefully consider how they are supporting their pupils regarding these characteristics.

The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

Escalation of Concerns and Professional Disagreements about Decisions, including Convening an ICPC 4.5.3 Escalation of Concerns and Professional Disagreements about Decisions: Bracknell Forest Safeguarding Board - Resolving Professional Disagreement

Equality statement – children with protected characteristics

Some children are at greater risk of harm, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. At Newbold School we are committed to anti-discriminatory and anti-racist practice and ensuring that all children are provided with the same protection regardless of any additional needs, barriers or protected characteristics they may have. As stated in the Equality Act 2010, we recognise the protected characteristics that may be applicable to our pupils:

- Age
- Disability
- Gender questioning children
- Marriage and civil partnership
- Pregnancy and Maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Newbold School is committed to embedding and continuously developing effective anti-racist practice across all aspects of its work. In accordance with Working Together to Safeguard Children, the school will ensure that racism and discrimination are identified, understood, and actively challenged within safeguarding and child protection practice. See our anti-racism policy.

It is integral to our whole school approach to be vigilant in recognising children in need of help or protection, particularly for children:

- Who have special education need and or disabilities or health conditions
- Who is a young carer

- Who could experience discrimination due to their race, ethnicity, religion, sexuality or are gender questioning
- Who have English as an additional language
- Who experience domestic abuse
- Who experience substance misuse
- Who are living in temporary accommodation
- Who could be at risk of Female Genital Mutilation
- Who could be at risk of Forced Marriage
- Who could be at risk of radicalisation
- Who are at risk due to either their own or a family members mental health
- Who are looked after or previously looked after children
- Who experience emotional abuse (including belittling, name calling & persistent criticism)
- Who are at risk of modern slavery
- Who have ongoing absence or disrupted school attendance (including reduced timetables and attending alternative provision)
- Whose parent/care giver has expressed an intention to remove them from school to be electively home educated.
- Who are asylum seekers
- Who are at risk of serious violence
- Who are babies or infants

Roles and Responsibilities

ALL STAFF (including governors, agency staff, trainee teachers, those who don't work directly with pupils, and volunteers) are required to:

- Be able to identify who the Headteacher, the Designated Safeguarding Lead/Deputies (DSL/DDSLs), the Safeguarding and Child Protection Governor and the Chair of Governors are.
- Contribute to providing a safe environment where our pupils can learn and flourish.
- Contribute to supporting the pupils' best outcomes.
- Recognise that high self-esteem, confidence, supportive friends, and good lines of communication with a trusted adult help to protect our pupils.
- Contribute to the preventative and safeguarding education embedded throughout our curriculum.
- Respond in accordance with our zero-tolerance approach to any sexual violence and sexual harassment, and to any indirect or direct discrimination of any kind.

- Be aware of indicators of the different forms of abuse, neglect and exploitation, and any other safeguarding issues that are prevalent at a local, contextual, or national scale at the time, this includes unexplainable and/or persistence absences from education.
- Respond and take action promptly regarding safeguarding and child protection concerns, and in line with the procedures outlined in this policy and local child protection procedures, ensuring good quality and secure record keeping and effective collaboration with other agencies takes place.
- Always remain professionally curious about signs and indicators of children in need of help and protection

ALL STAFF, (including governors, agency staff, trainee teachers, those who don't work directly with pupils and volunteers), will read and understand Part One of KCSIE 2026 in its entirety. This also applies to the governing body who must read both Part One and Part Two. Staff who do not work directly with pupils will read and understand Part One of KCSIE 2026. All staff will read and understand our staff/volunteer code of conduct, low level concerns and whistleblowing policy/procedures, as well as other relevant policies (including EYFS).

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

- Behaviour Policy
- Relationships, Sex and Health Education Policy
- Anti Bullying
- Anti Racism policy
- Equal Opportunity, Equality & Inclusion Policy
- ESafety & ICT Policy
- Other relevant policies, such as Appropriate Physical Contact, Harassment Policy, Pastoral Care, Wellbeing & Welfare Policy,

The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs)

The full responsibilities of the DSL are set out in their job description, this includes:

- A good understanding of referral processes and threshold criteria, including how our local arrangements at Bracknell Forest Council work (see Appendix D).
- Making sure all staff are aware of how to raise safeguarding concerns.
- Ensuring all staff understand the indicators of child abuse, neglect, and exploitation.

- Acting as a source of support, advice, and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- A good understanding of local, contextual, and national safeguarding issues including child-on-child abuse, harmful sexual behaviour and the local response and support available to support all pupils involved in sexual violence and sexual harassment.
- Provide advice and support to other staff on child welfare and child protection matters
- Take part in and/or lead Family Help support which may include a Families First Assessment and thereafter attend/chair Team Around the Child meetings
- Take part in strategy discussions organised by the Local Authority's Children's Social Care and inter-agency meetings and/or support other staff to do so when required
- Contribute to the assessment of children (when a child may have suffered harm or is at risk of harm)
- Refer suspected cases, as appropriate, to the relevant body (Local Authority Children's Social Care, Channel Programme, Disclosure and Barring Service, and/or Police), and support staff who make such referrals directly
- Have a good understanding of behaviours that may impact on a child's engagement and learning that may require consideration through safety/support planning, this includes the impact on themselves but also to other children
- Have a good understanding of harmful behaviours that may require risk management, safety planning and/or support in school, this includes those presented by children within the setting, their parents/carer or associated adults where necessary
- Have a good understanding of the filtering and monitoring systems and processes in place at our school
- Assist the Headteacher to review and respond to low-level concerns that may arise regarding staff
- Share information and/or take part in statutory processes that involve reviewing and analysing safeguarding practice and policies. This can include meetings held by Bracknell Forest Safeguarding Board in response to significant safeguarding incidences, child death and/or where a safeguarding practice review is required to determine learning and practice analysis.

The DSL will also:

- Keep the Headteacher informed of any issues, the conversations with children and their families,
- Liaise with universal, targeted and statutory agencies, Local Authority workers (Children's Services and other key practitioners) when there are safeguarding concerns as appropriate (includes Family Help and child protection)

- Share information about incidences of sexual violence and sexual harassment with statutory colleagues such as Police and Children's Social Care colleagues in order to prepare and implement the school's policies
- Be confident about what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment
- Be aware that children are entitled to have an 'Appropriate Adult' to support and help them in Police investigations or if there is a threshold met for them to be searched. The full responsibilities of the DSL and deputy(s) are set out in their job description
- Update procedures as required for assessing children facing simultaneous risks, such as the intersection between online harm and real-world, in-person danger.

The DSL is supported by the Deputy Designated Safeguarding Lead(s) (DDSL) and the DDSL(s) will fulfil the role of DSL in their absence.

The DSL will take lead responsibility for safeguarding and child protection (including online safety and our systems for filtering and monitoring on school devices and school networks to keep pupils safe online). Whilst one of the DSLs is referred to as the 'lead' and will coordinate the DSL team, they are all trained at the same level to ensure that at all times one or more of them are available to carry out all of their designated functions in safeguarding.

Whilst all of our staff are part of our safeguarding culture, it is the role of our DSL to receive information, review and make decisions about any necessary further considerations or actions needed to respond to any safeguarding matters that arise.

The DSL will act as the main contact in our school when a child and their family are receiving support from the school, external agencies and statutory services.

During term time, the DSL/DDSLs will be available during school hours for staff to discuss any safeguarding concerns. The DSL will ensure there are robust safeguarding cover arrangements in place, in their absence, from DDSLs within Newbold School. To ensure direct and safe communication between the school and professionals, we have implemented the following system to ensure all safeguarding concerns are monitored and responded to, daily: a shared confidential mailbox system is in place that ensures concerns are monitored daily. This is: safeguarding@newboldschool.co.uk

In the event that non-urgent matters arise out of school hours, our DSL can be contacted, if necessary (via email or phone) or the DDSLs if the DSL is not responding. The DSL and DDSLs contact details will remain up to date and readily available to families and professionals, within this policy, school website, signage around the school. Accessible to visitors and contractors in arrival.

Arrangements for school holiday periods include:

- Staff can contact the DSL or DDSLs with any concerns via mobile phone or email.
- Parents and /or children can contact the DSL or DDSLs with any concerns via school email or the shared confidential mailbox system (safeguarding@newboldschool.co.uk).

Mailboxes will be checked periodically to ensure that any safeguarding requests or queries are responded to as soon as possible including Section 17/47/MARAC/Court requests.

Designated Teacher

A Designated Teacher should be a qualified teacher (or Headteacher) with appropriate training and responsibility for promoting the educational achievement and wellbeing of looked-after and previously looked-after pupils. The Designated Teacher takes leadership of this crucial area of our safeguarding arrangements in collaboration with our Designated Safeguarding Lead which includes:

- Recognising attendance as a key factor in safeguarding and working with the child and professionals to improve school attendance
- Working closely with the virtual school to ensure that funding is best used to support the child's educational achievement and development needs that have been identified
- Collaborate with the virtual school to also promote the educational achievement of children who have previously been looked after
- Ensuing appropriate staff made aware of a child's looked after status
- Ensuring the child's record contain a clear understanding of their legal status, care arrangements; including levels of authority delegated to their carer and any contact arrangements with their birth family
- Keeping contact details of the child's social worker, carer(s) and name and contact details for the Virtual School Head and key contacts
- Communicating in a timely manner with the Virtual School regarding any concerns and notify of any suspensions or risk of a permanent exclusion in order to discuss next steps.

<u>The Governing Body</u>

The Governing Body fully recognises its safeguarding responsibilities under *Keeping Children Safe in Education (KCSIE) 2026* and will ensure it maintains sufficient knowledge of all statutory guidance and legislation to fulfil its statutory safeguarding responsibilities effectively. and provides strategic oversight to ensure children are kept safe.

The Governing Body will:

- Ensure safeguarding and child protection policies are compliant with legislation, reviewed regularly, and effectively implemented.
- Appoint a Safeguarding Governor to monitor safeguarding arrangements, provide assurance and who will maintain their knowledge and skills as required by the role
- Promote a whole-school approach to safeguarding across all policies, procedures, and practice.
- Ensure all staff and governors receive appropriate safeguarding training, including online safety, and remain up to date with statutory guidance.
- Hold the Headteacher/Principal and Designated Safeguarding Lead (DSL) accountable for the effectiveness of safeguarding arrangements.
- Ensure the DSL has sufficient authority, time, resources, training, and support to fulfil their role.
- Monitor safeguarding through audits, reports, and action plans to support continuous improvement.
- Ensure effective procedures are in place for managing safeguarding concerns, including allegations and low-level concerns about staff.
- Ensure appropriate filtering and monitoring systems are in place and regularly reviewed.
- Recognise and respond to the additional vulnerabilities and barriers faced by some children, including those with SEND and certain medical or physical health conditions.
- Comply with duties under the Human Rights Act 1998, Equality Act 2010, and local multi-agency safeguarding arrangements.

Use of School Premises by External Providers

Where external organisations provide services or activities on school premises, the Governing Body will seek assurance that appropriate safeguarding and child protection arrangements are in place. Compliance with safeguarding requirements will be a condition of use, and agreements may be terminated where these standards are not met.

Our school uses after school clubs for children from F2-Y6. We do not offer these clubs for our preschool children. All external providers of after school clubs must provide, in writing, assurances that they adhere to safer recruitment hiring processes, carry out an enhanced DBS

on all of their staff and that each member of their team has completed an appropriate level of safeguarding training.

Our school hall is hired out for some evenings events, such as yoga. The church uses our school hall for weekend activities

Any hirers who offer provision for children must provide evidence that they adhere to the above-mentioned practices.

Further guidance can be found here: After-school clubs, community activities, and tuition - Safeguarding guidance for providers

Training

Newbold School will raise staff awareness and incorporate signs of abuse, neglect, exploitation, specific safeguarding issues and online safety, including filtering and monitoring into briefings, staff induction training, and ongoing development training to all staff and governors. A thorough staff induction will take place for all new staff in line with the requirements of KCSIE, including the completion of safeguarding training, increasing awareness of key policies and the systems we use at school to support effective safeguarding arrangements. All staff are required to read *Keeping Children Safe in Education 2026* Part One in its entirety and sign a declaration confirming that they have read and understood their safeguarding responsibilities.

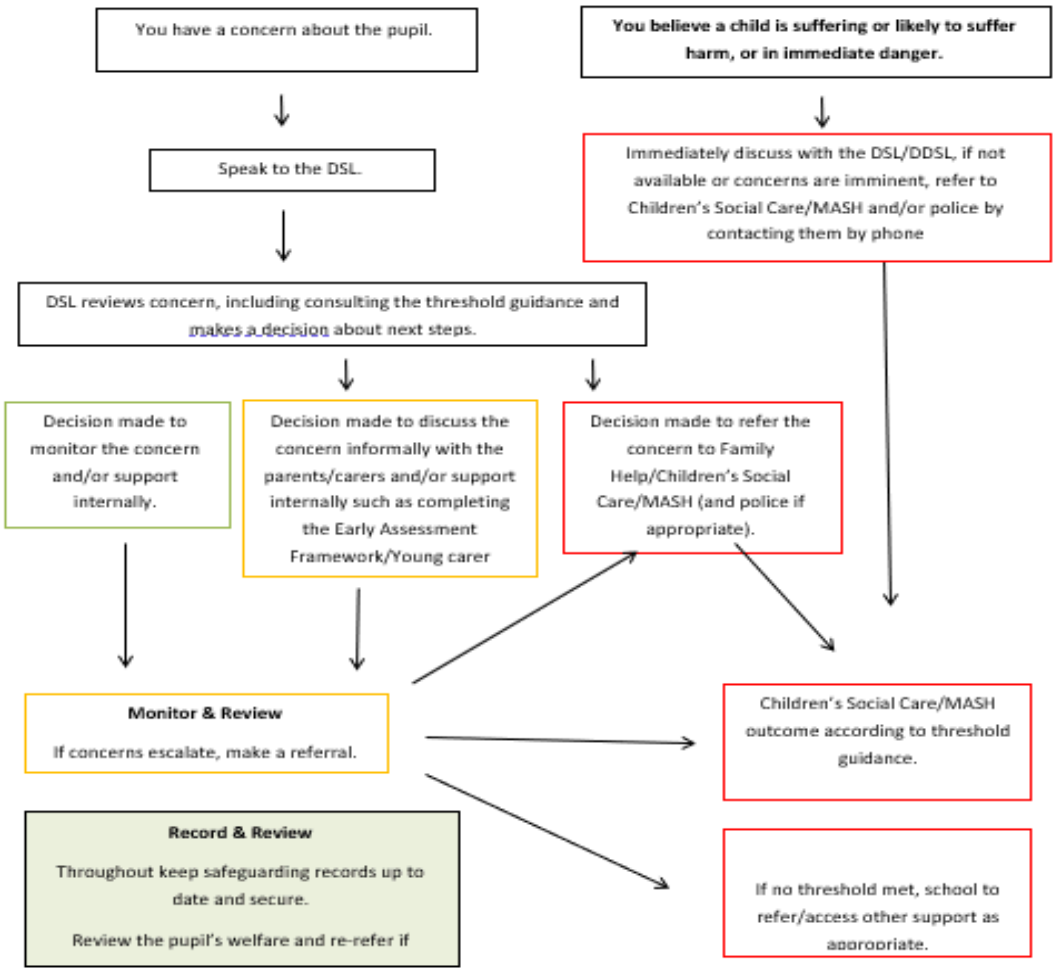
Universal (Level 1) Safeguarding Training for all staff will take place every three years, formally by an external approved provider but safeguarding training and awareness will take place regularly and at least annually throughout the academic year. This will include dissemination of key information from the DSL and DDSL(s), such as from DSL network meetings and briefings. Staff will complete and keep up to date with other key safeguarding training including, Prevent, FGM and Safer Recruitment* (*only relevant staff members).

The DSL and DDSL(s) will have undertaken, as a minimum, the 'Targeted (Level 3) Designated Safeguarding Lead Training' by an external approved provider. This will be updated every two years in accordance with guidance. Our governors will complete the Safeguarding for Governors every three years and also Prevent. Any interviews carried out for new school staff must have either a governor or member of staff with Safer Recruitment training on the panel.

Safeguarding Procedures

If a member of staff believes that a child is in immediate danger or is suffering or likely to suffer significant harm, they must take immediate action. This may include contacting children's social care, MASH, the police or emergency services. The designated safeguarding lead or deputy should be informed as soon as possible.

If a member of staff has a safeguarding concern about a pupil, they must speak to the designated safeguarding lead or deputy without delay and record the concern in line with school procedures. The designated safeguarding lead will review the concern, consult local threshold guidance and decide on next steps, including support through school, Family Help, children's social care, MASH or police referral where appropriate.



Information Sharing and confidentiality

Information sharing is vital in identifying and tackling all forms of abuse, neglect, and exploitation, and in promoting children's welfare, including in relation to their educational outcomes.

Newbold School is committed to working openly and transparently with children and families wherever possible, while recognising that information must be shared where necessary to keep children safe. We will take a focused, proportionate and proactive approach to sharing information to enhance pupil safety.

Newbold School recognises that the Data Protection Act 2018 and UK GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe. Timely information sharing is essential to effective safeguarding. When deciding whether and what information to share, staff and the designated safeguarding lead will consider whether sharing is necessary, relevant, proportionate, accurate, clearly presented and suitably contextualised.

Where a pupil moves to another school or setting, Newbold School will transfer safeguarding and child protection records securely and separately from the main pupil file. Records will be transferred within five days for an in-year transfer or within the first five days of the start of a new term and a confirmation receipt will be obtained. These records will include details of all referrals and involvement, including as a minimum, from Children's Social Care, the Youth Justice Team, and Family Help (regardless of the outcome of these referrals). Where information indicates a risk to the pupil or others, the exporting school will provide a clear, structured summary distinguishing current risks from historical context, and the designated safeguarding leads from both settings will have a conversation to support risk assessment and safety planning.

Newbold School will continue to adapt and align information sharing processes and practice with any specific statutory guidance on the Information Sharing Duty, which is provided by the government.

We will ensure that our confidentiality protocols are in line with the following guidance:

For organisations | ICO and DfE non statutory information sharing advice for practitioners providing safeguarding services for children, young people,parents and carers (publishing.service.gov.uk)

Record Keeping

We will keep accurate, confidential, written safeguarding records of all concerns about pupils (noting the date, location, details of the incident), details of how the concern was followed up and resolved, by who (name and role), actions taken, the rationale for decision making, decisions reached and the outcome. We use a paper filing system with electronic records on our school drive, accessible only by the School Safeguarding Team. The school uses a concern form template and a body mapping template to guide staff on what information to include. If the concern escalates to the Local Authority MASH team, these forms will be shared accordingly.

We will ensure concerns and referral records are kept securely in a separate child protection file for each child. Records will also include a clear and comprehensive summary of the concern(s). These files are kept in a locked cupboard and are only viewed by members of the safeguarding team.

In all cases of sharing information, we take into consideration sharing only the information that is necessary, proportionate for the intended purpose, relevant, adequate, and accurate.

Female Genital Mutilation (FGM)

Female genital mutilation is illegal in the UK and is a form of child abuse. Teachers have a mandatory duty to report to the police (5B of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015) where they discover that an act of FGM appears to have been carried out on a girl under 18. Staff must also discuss concerns with the designated safeguarding lead and follow local safeguarding procedures. Any member of staff who suspects that a pupil is at risk of FGM must report this to the designated safeguarding lead ***immediately.***

Multi-agency statutory guidance on female genital mutilation - GOV.UK

Preventing Radicalisation

The Prevent Duty (2023) (under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015)) requires schools to have due regard to the need to prevent people from becoming terrorists or supporting terrorism, extremist ideology, and racialisation.

If there are concerns about an immediate threat, call 999.

If you have concerns that a pupil may be at risk of radicalisation, discuss this with the DSL immediately.

This may then include making a Prevent referral: preventreferralsbracknell@thamesvalley.pnn.police.uk

For further information visit Bracknell Forest Safeguarding Board - Preventing Radicalisation And/or contact justin.whitlock@bracknell-forest.gov.uk for further advice.

Mental Health Concerns

Supporting pupils' mental health and wellbeing is an important part of safeguarding pupils. Newbold School recognises that Mental health difficulties can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We will not attempt to diagnose mental health problems, but recognise indicators of concerns, (such as changes in behaviour, sleep difficulties and signs of self harm) and respond by discussing with the DSL. We recognise that early identification of mental health needs is important to prevent escalation.

Where mental health concerns are identified (including self harm, eating disorders and suicidal ideation), the DSL will work with the child, their family and multi agency professionals, as appropriate, to identify the safeguarding risk, safety plan and access appropriate support pathways.

Child mental health | Bracknell Forest Council

Child on Child Abuse

Our zero-tolerance approach to any form of child-on-child abuse is supported by our pastoral care, wellbeing and welfare policy, our curriculum, teaching learning & assessment policy, our PSHE curriculum, our relationships & sex education policy, our behaviour policy and our esafety and IT Policy.

All staff recognise that children can abuse their peers (both online and offline) including, bullying, abuse in intimate personal relationships between children, physical abuse, sexual abuse, sexual violence and harassment, consensual and non-consensual sharing of nude and semi-nude images and/or videos upskirting, initiation/hazing type violence and rituals. In all cases, children will receive a consistent safeguarding response to the concerns.

A child can report child-on-child abuse either verbally to their teacher, the DSL, DDSLs, or if they feel more confident in doing so, they may write to any member of staff and post their worries in the secure post box next to the slips entitled “I wish my teacher knew”. This is checked daily.

We recognise that some groups are potentially at more risk. Evidence shows that girls, children with special educational needs and disabilities (SEND), and children who are lesbian, gay, bisexual, or questioning their gender are at greater risk. Pupils with SEND or certain health conditions can face additional safeguarding challenges and are 3 times more likely to be abused than their peers and we offer additional support for these pupils. We offer additional support for these pupils, this includes: consultation with a mental health lead or other trusted member of staff in a safe space.

Safeguarding concerns involving pupils with SEND will require close liaison with the DSL and/or DDSL and the SENCo.

Harmful Sexual Behaviour

We will respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school/college. We recognise that the early identification of Harmful Sexual Behaviour is vital to in preventing escalation of behaviours to violence. It is clear that sexual abuse, violence, and harassment is not acceptable, and will never be tolerated and is not an inevitable part of growing up.

Under the Crime and Policing Act 2026, all staff undertaking regulated activity with children have a legal duty to report child sexual abuse where they are directly told about it, witness it, or

encounter evidence of it. Concerns must be reported without delay through the school's safeguarding procedures and to the police or local authority as required.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

We will use professionally recognised tools to assist our understanding and assessment of sexualised behaviour.

NSPCC understanding Sexualised behaviour: Responding to children who display sexualised behaviour

Brook Traffic Light tool (training): CPD: Brook Sexual Behaviours Traffic Light Tool (RSE) Course

Misogyny/Misandry

Newbold School is committed to fostering a culture of respect, inclusion and safety for all pupils. We will take a zero tolerance approach to Misogyny, misandry, sexism and gender-based prejudice.

Staff will identify, challenge and respond to sexist, misogynistic or misandrist behaviour at the earliest opportunity.

We will not dismiss harmful behaviour as banter, part of growing up, or "boys being boys". Concerns will be addressed through education, support, behaviour management and safeguarding processes, as appropriate. We will promote positive and respectful relationships and ensure that all pupils feel safe, valued, heard and respected regardless of sex or gender.

Procedure for child-on-child abuse – including bullying, physical abuse, sexual abuse, sharing of nudes/semi-nudes, sexual violence and harassment, misogyny, misandry:

We will follow the procedure, but we will ensure in all cases:

- The DSL is informed.
- All staff understand and will challenge inappropriate behaviour between children.
- Our response to child-on-child abuse will be immediate and supportive for all involved, and we will work with key agencies if appropriate to mitigate any further risks (such as; parents/carers, Police, Children’s Social Care).
- We will reassure victims that they are taken seriously and will be supported and kept safe. A risk assessment if appropriate will be created for all involved.
- Recognise an alleged perpetrator is also a potential victim

Child-on-child abuse will be recorded on a safeguarding concern form in the same way as any other safeguarding concern and will be investigated and managed by the DSL in line with safeguarding procedures. Where appropriate, risk assessments and safety plans will be put in place to protect all children involved, with increased supervision where necessary. We will take a restorative approach using our Respect Times Five, appropriate to the child's age and understanding, alongside opportunities for education around respectful relationships, boundaries, consent and keeping safe. Where abuse is sexual in nature, appropriate resources such as the NSPCC PANTS will be used. Parents/carers will be involved and supported where it is safe and appropriate to do so, and advice will be sought from the Local Authority through our Can Do service agreement. Where necessary, referrals will be made to MASH or other relevant agencies.

Young Carers

All staff have a responsibility for early identification of young carers which is crucial within the safeguarding framework in schools, as these pupils often face unique vulnerabilities that can significantly impact their wellbeing and development. Young carers - children and young people who provide care for a family member with illness, disability, mental health issues, or substance misuse - may experience social isolation, emotional distress, disrupted education, or increased responsibility beyond their years. These factors can place them at greater risk of harm, neglect, or falling through gaps in support systems. By identifying young carers early, schools are better positioned to understand their individual needs, implement timely interventions, and ensure appropriate safeguarding measures are in place. Early recognition enables staff to work collaboratively with families and external agencies, ensuring that young carers receive the emotional, educational, and practical support necessary to thrive both academically and personally.

If potential young carers are identified, we will conduct a young carers initial assessment, which can be found on the CAN DO website, Bracknell Forest Council website, or from the young carers service (young.carers@bracknell-forest.gov.uk). See Appendix D

Children with Medical Conditions, Allergies and Safeguarding

The occurrence of an incident relating to the management of a pupil's medical condition, including allergies, will not automatically result in a safeguarding referral. However, safeguarding concerns may arise where an incident indicates that a child is at increased risk of neglect, abuse, or exploitation due to their medical condition.

This may include situations where important information about a pupil's medical needs has not been shared with the school, or where a pupil is repeatedly sent to school without essential medication, treatment, equipment, or support required to manage their condition safely. In such circumstances, the school will consider whether the child's health, safety or welfare is being placed at risk and whether a safeguarding referral is required in line with local procedures.

The school will ensure that pupils with medical conditions and allergies are appropriately supported and will follow relevant statutory guidance, including Supporting pupils with medical conditions at school - GOV.UKand Allergy safety in schools - GOV.UK. Staff will remain vigilant to any concerns that a pupil's medical needs are not being met and will take appropriate safeguarding action where necessary.

Online Safety and AI, Filtering and monitoring, mobile phones

Online safety is an integral part of safeguarding. Newbold School recognises that technology is a significant component in many safeguarding and wellbeing concerns and that children may experience harm online, offline or through a combination of both.

Our approach to online safety addresses the four categories of risk: content, contact, conduct and commerce.

- **Content:** exposure to illegal, inappropriate or harmful content, including pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation, fake news and conspiracy theories.
- **Contact:** harmful online interaction with others, including peer pressure, commercial advertising, adults posing as children, grooming, exploitation and coercion.
- **Conduct:** online behaviour that increases the likelihood of harm, including making, sending or receiving explicit images, sharing images, online bullying, harassment and abuse.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing, financial scams or other exploitative commercial activity.

We will recognise and respond to risks linked to generative artificial intelligence, including AI-generated abuse, deepfakes, deep nude images, manipulated media, misinformation, impersonation, data protection risks and unsafe or inappropriate use of pupil-facing or teacher-facing tools. Newbold School will track systems that circumvent the filtering and monitoring processes; such as students using VPNs to circumvent school systems. This risk of AI is embedded across our safeguarding remits; including our behaviour policy, online safety policy, data protection (GDPR) and staff/pupil usage expectations.

If staff have safeguarding concerns linked to online safety, filtering or monitoring, they must report them to the designated safeguarding lead promptly. Concerns will be recorded using the school's safeguarding system. Our installed monitoring system, Smoothwall, generates immediate alerts to the Safeguarding Team email addresses. These alerts are promptly reviewed, investigated and followed up as appropriate. Mrs Chaudhri is responsible for the maintenance, communication and ongoing monitoring of the Smoothwall system and Pastor D McCormac, our Chair of Governors, monitors the efficiency of the system.

We will maintain appropriate filtering and monitoring systems and Mrs Chaudhri and Pastor McCormac are responsible for reviewing their effectiveness at least annually. The review will include checks that filtering is working appropriately on all devices connected to the internet. A record of checks will be stored in the school office.

The governing body, senior leaders, designated safeguarding lead and IT provider will all contribute to ensuring that filtering and monitoring arrangements are effective. Staff will be trained so they understand their roles and responsibilities in relation to online safety, filtering and monitoring.

The school will be a mobile-phone-free environment in areas where children are present, in line with KCSIE 2026 expectations, and will maintain a mobile phone policy setting out how this is implemented for pupils, staff, visitors and the wider school community.

Attendance, Alternative Provision, Children Missing Education (CME)

Attendance is a safeguarding matter. Children being absent from education, as well as missing from education, can be a warning sign of safeguarding concerns, including abuse, neglect, exploitation, mental health difficulties, child criminal exploitation, child sexual exploitation, radicalisation, family stressors or other harm.

Through our attendance policy and processes, we will monitor attendance robustly, identify patterns of absence, act promptly to address absenteeism and consider whether absence indicates a safeguarding concern. The school will work with parents, carers, pupils, the local authority, Education Welfare Service, children's social care and other agencies where appropriate. We involve the local authority Education Welfare Service at appropriate stages.

Our school secretary receives the daily registration records from each class. If a child is marked absent and the parent has not called the school to give a reason, our school secretary will call the parents. All pupils should have at least two and preferably three identified emergency

contacts recorded with the school. Where absence causes concern and contact with parents or carers cannot be made, the DSL will consider whether further safeguarding action is required - e.g. two members of staff will go to the child's home to check that all is well. Where serious concerns emerge, we will contact relevant authorities for advice on further action.

Link to attendance policy:
https://docs.google.com/document/d/1cMUZFX0TOJKx4UIZlfvdDjaE0hLVnEI_B7caXcGURPk/edit?tab=t.0

Where a pupil is subject to a child protection plan, child in need plan or has an allocated social worker, unexplained absence will be referred promptly to the relevant professional.

The school has a mandatory duty to inform the local authority if it becomes aware that a child under 16 is living with someone who is not their parent, step-parent, aunt, uncle or grandparent for more than 28 days. This may be a private fostering arrangement.

Where a child accesses alternative provision, Newbold School remains responsible for safeguarding that child. We will know where the child is based during school hours, keep records of the address of any alternative provider and any subcontracted or satellite sites, obtain written assurance from the provider that safeguarding checks have been carried out, maintain oversight of attendance and welfare, hear the child's voice regularly and review the suitability of the provision.

A Child Missing Education pupil is also defined as a pupil that has failed to return to school following a leave of absence request (LOA) or a child who is not on school roll.

Schools should only report a pupil as CME, and failing to return to school following a leave of absence if they are unable to reach the family or have any communications from the family within the first 24hrs after the pupil should have been back in school. If within the first day of absence the school is unable to locate the family via any means of communication and have conducted an unsuccessful door knock to their home address then the school's safety protocol should be followed, and a MASH referral and Police referral made if appropriate. If the family contacts the school to confirm they experienced delays and need to extend the absence, the pupil should not be reported as CME.

Serious Violence

Child criminal exploitation and child sexual exploitation are forms of abuse. They may involve individuals, groups, organised networks or gangs and may be linked to coercion, manipulation, deception, debt, threats, violence, status, belonging, money, gifts, transport, accommodation, substances or other perceived benefits.

Newbold School recognises that children are not always seen as victims and may be criminalised for actions taken while under coercion or exploitation. All staff will be vigilant to changes in behaviour, attendance, peer groups, relationships, use of language, possessions, injuries, online activity, travel patterns, unexplained money or gifts, and possible signs of control and exploitation by others.

Where concerns of exploitation and serious violence are suspected or confirmed, we will respond with a timely multi agency approach. This may include speaking with the child, involving parents or carers if safe, contacting children's social care or police, completing local exploitation tools and consulting the Bracknell Forest Make Safe Team where appropriate.

Serious violence is an ongoing safeguarding concern. It may involve physical assault, carrying or using weapons, fear of violence, gang association, criminal exploitation, conflict between peer groups or risk immediately before or after the school day. Concerns about a child carrying, using or intending to use a weapon must be reported to the designated safeguarding lead **immediately**, who will complete or oversee a risk assessment and consider referral to relevant agencies.

It is an offence to possess a knife in a public place or school or further education premises without good reason or lawful authority. Newbold School, will take prompt action in line with Government guidance for child knife possession offences (accessible) - GOV.UK in liaising with multi-agency partners, including the police and children's social care, as appropriate.

Behaviour policy link -
https://docs.google.com/document/d/1sxLlgnWezZnfIBEwd_Z8uHep2cTD7D8DlmA6VczsOiw/edit?tab=t.0

All staff will remain alert to times when risk could peak, such as immediately before and after the school day, and for children with disrupted education (ie suspended or low attendance) and consider risks regarding serious violence for pupils accessing alterative provision or on reduced timetables. The DSL will complete risk assessment, safety planning, targeted intervention, mentoring, therapeutic support and partnership working where appropriate to reduce the risk of serious violence.

Risk Assessment template:
https://docs.google.com/document/d/1c9WcjpxEgxPRBz8n0LpxvoNk2W5wR9uD0rWOHta0zKA/edit?tab=t.0

Modern Slavery

Modern slavery is a safeguarding concern and may include forced labour, domestic servitude, criminal exploitation, sexual exploitation, trafficking or other forms of coercion and control. All staff will be alert to possible indicators, including unexplained absences, poor attendance, signs of control by others, fearfulness, inconsistent accounts, unexplained gifts or money, signs of exploitation, being moved between locations, or concerns linked to county lines or organised networks.

The DSL will respond to all concerns of modern slavery

Further information to support the identification of modern slavery can be found here: Modern slavery: how to identify and support victims - GOV.UK

Gender Questioning Children

Newbold School will take a child-centred, safeguarding and wellbeing focused approach when responding to children who are questioning their gender or where a request for support with social transition is made. School staff will not initiate any action relating to social transition but will respond to requests raised by a child, parent or carer and will take time to understand the child's views, feelings, wider circumstances and work with the child, parent or carer to develop a plan of support.

Parents and carers will be actively involved in decision-making regarding social transition and their views taken into consideration, unless involvement of a parent or carer regarding a gender questioning child could place the child at risk.

We will carefully record discussions, the decision-making process and the child's view, including the request, the views of the parents or carers, any safeguarding considerations, equality considerations, any advice sought, the decision made, the rationale and review arrangements. A parent discussion form will be used to record any gender questioning discussions. A copy will be passed to the headteacher by the class teacher and filed electronically in our 'Gender Questioning' folder. The teacher will file another in the child's school record folder.

We, Newbold School, are required to record a child's biological sex accurately wherever it is recorded. We will provide separate toilets for boys and girls aged eight and over, except where a mixed-sex toilet is in a room intended for use by one pupil at a time and is lockable from the inside. Children can only use the toilets and changing facilities of their biological sex but we support children who may require alternative arrangements, if deemed necessary.

For students in Years 5-6 attending residential trips, they will not be permitted to share overnight accommodation with a child of the opposite biological sex. We will make alternative

arrangements for children who do not want to share a room with a child or children of the same biological sex, if necessary.

The DSL and key staff will give due consideration and support to children who may be 'living by stealth' (whose peers are not aware of their transition) with regard to accessing school facilities and remain alert to the potential safeguarding risks of bullying or mental health concerns. We believe it is essential that parents of young primary-age children are kept informed of any gender questioning (unless involvement of a parent or carer regarding a gender questioning child could place the child at risk).

Working Together

We will take an active role and work collaboratively with key agencies regarding child protection, safeguarding, education, welfare, and attendance matters. We will provide written reports at child protection conferences and core groups.

Local key agencies include but not limited to:

- Safeguarding our Schools Team
- Education Welfare Service
- Youth Justice Team
- Bracknell Forest Multi-Agency Safeguarding Hub
- Children's Social Care
- Alternative Provision Providers
- SEMH Inclusion Team
- BFC Special Education Needs Department
- Public Health Team
- Young Carers Service
- The Make Safe Team
- Police
- LADO
- Child and Adolescent Mental Health Services (CAMHS)

For those pupils who have a social worker and/or youth justice worker, we will notify the Youth Justice Team and/or Children's Social Care if:

- A suspension and/or exclusion is a possible next step.
- If there are unexplainable and/or persistent/severe absences from education, unauthorised absence, or missing education where there are known safeguarding risks.
- There is a change in the pupil's behaviour and/or circumstances that raises safeguarding concerns.
- The provision in place requires review.

As a school will be aware of the requirement for children to have an Appropriate Adult while being questioned or detained by the Police (Police statutory guidance, PACE Code C 2019).

We will follow Resolving Professional Difference of Opinion and Escalation policy as necessary Resolving Professional Difference of Opinion and Escalation (proceduresonline.com) to ensure we can learn and understand the decision-making process of other agencies as well as challenge sensitively to ensure our pupil's welfare and safety is paramount.

Working with Parents/Carers

Keeping Children Safe in Education 2026 recognises child-to-parent or caregiver abuse as a safeguarding concern. Staff should be aware that this form of abuse may involve physical, emotional, verbal, financial, coercive or controlling behaviour by a child towards a parent or caregiver and should be considered within the wider context of safeguarding and family support needs.

In line with *Working Together to Safeguard Children 2026*, the school seeks to work in partnership with parents and carers by building positive relationships, communicating openly and respectfully, recognising family strengths, and maintaining a clear focus on the safety, welfare and lived experience of the child.
In addition, we will:

- Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection.
- Undertake appropriate discussion with parents/carers, including prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents/carers could increase the risk to the child or exacerbate the situation, advice will be sought from Children's Social Care.
- Regularly communicate key safeguarding education relevant to parents/carers, including how to support their child in being safe at school, in the community and online. We will also make them aware of our filtering and monitoring systems.

We are committed to working in partnership with children, parents and carers to promote positive outcomes and safeguard children effectively.

Building Positive Relationships

We will:

- Work with families with empathy, respect and compassion.

- Use strengths-based and trauma-informed approaches to understand family circumstances and promote positive change.
- Recognise and respond to the diverse needs of children, parents and carers, removing barriers to accessing support.
- Seek to understand each family's background, culture, beliefs and experiences.
- Remain professionally curious and child-focused, recognising where a child's welfare may be at risk.
- Challenge assumptions and avoid stereotyping when making decisions.
- Ensure that all safeguarding concerns are dealt with in a way that aligns with the Christian values of the school

Communicating Effectively

We will:

- Communicate clearly, respectfully, inclusively and in ways that meet individual needs.
- Provide information that is accessible, jargon-free and age-appropriate.
- Ensure the views, wishes and experiences of children, parents and carers are heard and recorded.
- Arrange translation, interpreting or British Sign Language support where required.

Supporting Participation and Decision-Making

We will:

- Create an open, inclusive and non-discriminatory culture where families are listened to and valued.
- Involve parents, carers and children in discussions, assessments and plans wherever appropriate.
- Encourage families to share their views and access support from advocates, family members or other supporters.
- Ensure families have the information and preparation needed to participate meaningfully in meetings and decision-making.
- Be transparent about concerns, proposed actions and available support.
- Signpost families to relevant services and review plans regularly to recognise progress and respond to changing needs

- Recognise and convey that safeguarding and wellbeing of any child in our school must always be prioritised over parents' views

Safer Recruitment, Low-Level concerns and allegations against staff and volunteers (ASV)

We will operate safer recruitment practices including ensuring appropriate DBS, identity checks and reference checks for all staff, including trainee teachers and volunteers are undertaken according to the government statutory guidance in part three and part four of KCSIE (2026) and the **Local Authority's Safer Recruitment Toolkit**. Our recruitment procedures aim to deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in our school. Volunteers who are completing any overnight activities or working more than 3 days in 30 within the school setting will be subject to an enhanced DBS with barred lists checked in line with the Crime and Policing Act 2026. We will complete risk assessments for volunteers who do not fall under the definition of regulated activity.

One member of staff on the recruitment panel will have completed Safer Recruitment training and the school will adhere to all checks including online checks of all potential new staff at the shortlisting stage in accordance with Safer Recruitment protocols.

All allegations against staff, including trainee teachers and volunteers will be managed confidentially and taken seriously. Where necessary, advice will be sought from both the Local Authority Designated Officer (LADO) and Human Resources.

We will adhere to the School Low Level Concerns policy where there may be a concern regarding a member of staff, supply staff, volunteer, or contractor when:

- The concern may be inconsistent with the staff code of conduct.
- The concern does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

The purpose of this low level concerns policy is to embed a culture of openness, trust, and transparency in which the school's values and expected behaviour set out in the staff code of conduct are lived, monitored, and reinforced constantly by all staff.

If we are in any doubt as to whether the information which has been shared about a member of staff conduct, low-level concern or whether this meets the harm threshold, we will consult with Bracknell Forest Council Schools HR Team and the LADO as appropriate.

We will ensure that all staff read and understand our staff code of conduct, low level concerns policies and whistleblowing policy.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

General advice on whistleblowing can be found at whistleblowing for employees: Whistleblowing for employees: What is a whistleblower - GOV.UK

The NSPCC Whistleblowing Advice Line is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – and the line is available from 08:00 to 20:00 Monday to Friday, and 09:00 to 18:00 at weekends. The email address is help@nspcc.org.uk. Whistleblowing Advice Line | NSPCC

A low-level concern should be reported to the DSL (or a DDSL in the absence of the DSL). If the concern is relating to the DSL, it needs to be reported to our Chair of Governors: Pastor Doug McCormac. Low-level concerns and allegations against staff will be recorded securely and will be managed confidentially, and on a need-to-know basis only.

All staff and volunteers will be aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).

The school will ensure that communication between pupils and adults is via school devices and platforms only and that communication is transparent and takes place within clear and explicit professional boundaries and is open to scrutiny.

Our procedure for visitors attending/visiting school site.

All visitors must report to reception and sign the visitor's book with the time of arrival, reason for visiting and time of departure.

If the visitor is new and is not known to staff, they will be asked to provide proof of identity.

A visitor's lanyard will be given for the visitor to wear. It will have their name written on it. The visitor must hand the lanyard back before leaving.

All staff must know how to recognise an allegation and who to report to.

ALLEGATION
This might arise as a complaint, grievance, suspicion, concern, during discussions from child, parent, member of staff or member of the public.

If an allegation concerns the Headteacher, the Chair of Governors takes action

- Do not tell anyone, particularly the staff involved.
- Take advice from the Local Authority Designated Officer (LADO) before taking any action.
- Make initial enquiries only.
- Do not investigate or interview.
- Usual principles of confidentiality apply.
- Deal objectively with everything.
- Existing loyalties must be put to one side.
- Think the unthinkable, believe the unbelievable.
- Keep detailed records of actions and statements at all stages.

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Report to Headteacher / Chair of Governors

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Discussion between Headteacher and Local Authority Designated Officer (LADO)

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Refer back to school
(keeping in line with low level concern policy)

Referral form to LADO

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The next course of action and timescales are agreed at this point. Consider also:

- information for the adult, witnesses, child/young person and parents/carers
- on-going support for the member of staff, pupil and parents/carers
- statements, if needed, for the whole staff, community and press

Appendix A

Extracted from Keeping Children Safe 2026

Safeguarding and promoting the welfare of children is everyone's responsibility.

'Children' means everyone under the age of 18.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or caregiver abuse.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 penetration with an object) 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Neglect: 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, for example, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

• bullying (including cyberbullying, prejudice-based and discriminatory bullying),

• abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse'),

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse),

• serious physical assault and harm, or the threat of harm with a weapon,

• sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence),

• sexual harassment9 such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse,

• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party,

• consensual and non-consensual making or sharing of nudes and semi nudes,

• upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm,

• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Appendix B

Linked policies (this is not intended to be an exhaustive list):

- Allergy Policy
- Attendance policy
- Behaviour policy
- Children absent from education policy and procedures
- Complaints procedure
- Equalities policy
- Health and safety policy and other linked policies and risk assessments, including first aid
- Information governance/data protection policy
- Low level concerns policy
- Medical conditions & administration of medicines policy
- Mobile phone and smart technology policy
- Offsite activities and educational visits policy and risk assessments
- Online safety policy (including filtering and monitoring)
- Personal & intimate care policy
- Physical education and sports guidance
- Positive handling and physical intervention policy and guidance
- Premises inspection checklist
- PSHE policy
- Relationships and sex education policy
- Safer Recruitment
- Special educational needs and disabilities policy
- Staff code of conduct/behaviour policy
- Staff disciplinary policy and procedures/disciplinary rules
- Whistleblowing policy

Appendix C

Specific Safeguarding Issues (this is not an exhaustive list)

Attendance

Artificial Intelligence (AI)

Bullying including cyber bullying

Child abduction and community safety incidents

Child Sexual Exploitation (CSE)

Child Criminal Exploitation (CCE)

Children and the court system

Children missing from Education

Children of substance misusing parents/carers

Child to care giver abuse

County lines

Domestic abuse

Substance abuse

Fabricated or induced illness

Formal complaint policy

Children with family members in prison

Faith abuse

Female Genital Mutilation (FGM)

Forced Marriage Gangs and Youth Violence

Gang Activity

Gender based violence/violence against women and girls (VAWG)

Hate crime

Mental health

Modern Slavery

Homelessness

Health and well-being

Young Carer

So called ‘Honour-based’ abuse

Child-on-Child abuse

Consensual and non-consensual sharing of indecent images/nude/semi-nude images/videos

Sexual violence and sexual harassment between children in schools

Private fostering

Preventing radicalisation (The Prevent Duty)

Online abuse including indecent images/nude/semi-nude images/videos

Teenage relationship abuse

Trafficking

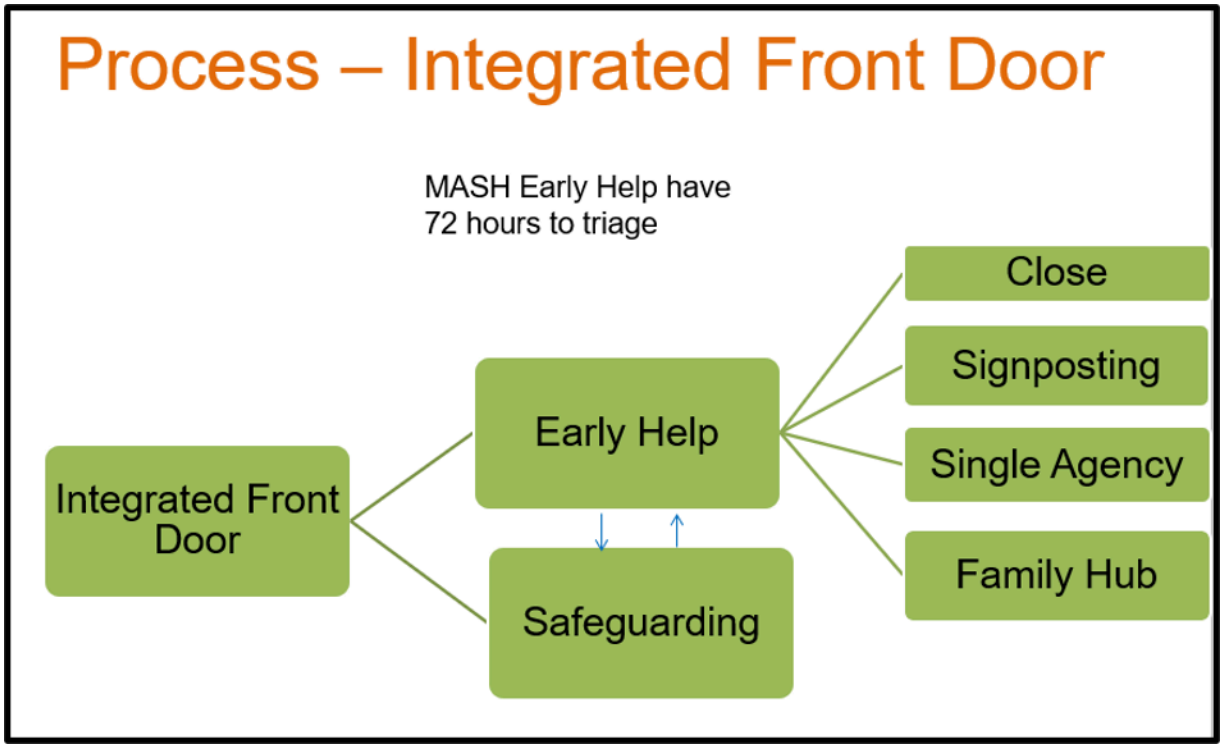
Missing children and vulnerable adults

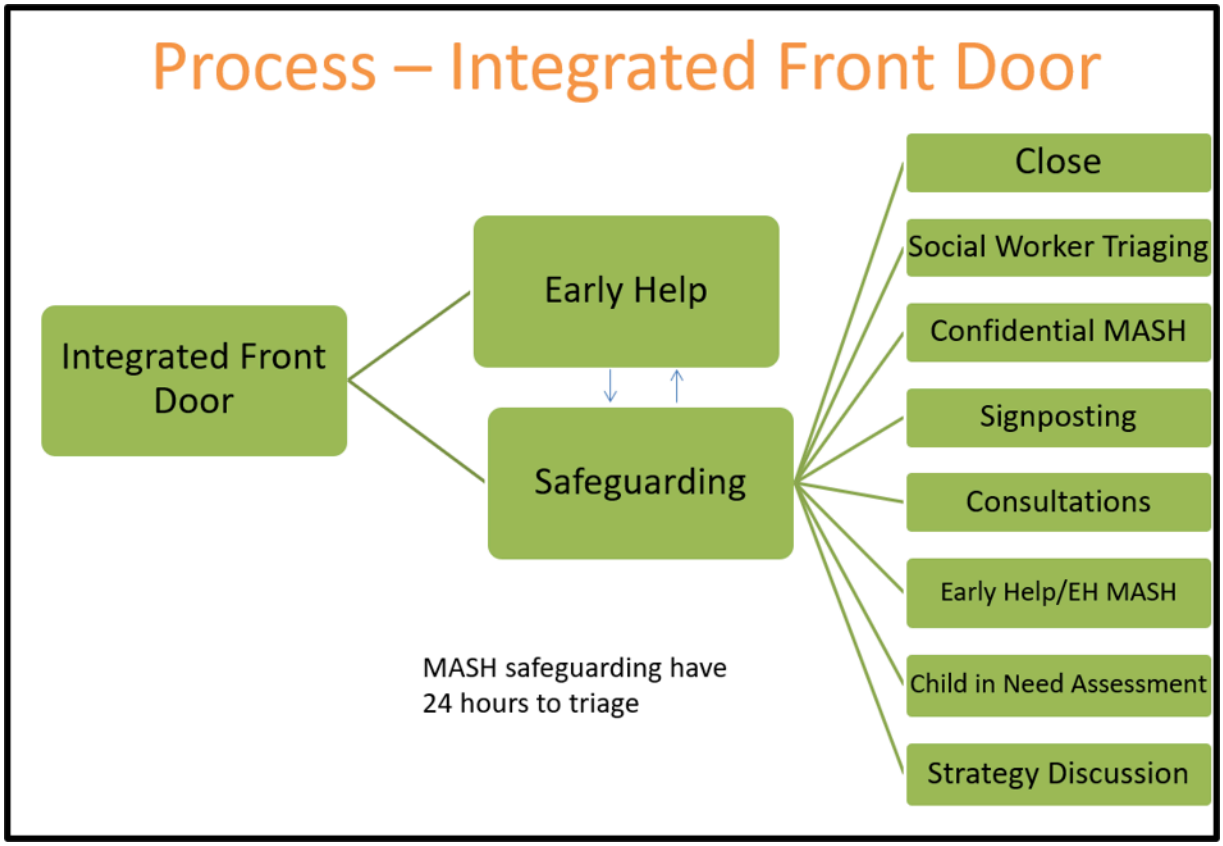
Child sexual abuse within the family

Poor parenting, particularly in relation to babies and young children

Serious violence

Cyber crime


Process – Integrated Front Door
MASH Early Help have
72 hours to triage
Integrated Front Door
Early Help
Safeguarding
Close
Signposting
Single Agency
Family Hub


Process – Integrated Front Door
Integrated Front Door
Early Help
Safeguarding
Close
Social Worker Triaging
Confidential MASH
Signposting
Consultations
Early Help/EH MASH
Child in Need Assessment
Strategy Discussion
MASH safeguarding have
24 hours to triage

Appendix D

Links to Further Guidance:

Generative artificial intelligence (AI) in education - GOV.UK
Alternative provision - GOV.UK
Alternative Provision: Non-school alternative provision: voluntary national standards - GOV.UK
Allergy safety in schools - GOV.UK
Benedict's Law: New Allergy Safety Requirements 2026 for Schools | Anaphylaxis UK
Behaviour in schools guidance (publishing.service.gov.uk)
Berkshire Child Protection Procedures This is the Homepage for the Pan Berkshire Safeguarding...
Bracknell Forest Alternative Provision Guidance Welcome to Alternative Provision | Can-Do | Bracknell Forest (bracknell-forest.gov.uk)
Bracknell Forest Safeguarding Board
Bracknell Forest Safeguarding Board Child Neglect Strategy
child_neglect_strategy_2023-26_final.pdf (bracknellforestsafeguarding.org.uk)
Bracknell Forest Threshold Guidance BF Children's Threshold Guidance 2023 (bracknellforestsafeguarding.org.uk)
Bracknell Forest Young Carers Guidance
https://www.bracknell-forest.gov.uk/health-and-social-care/care-and-support/support-carers-bracknell-forest/young-carers
Criminal exploitation of children and vulnerable adults: county lines (accessible version) - GOV.UK
Brook Traffic light tool: CPD: Brook Sexual Behaviours Traffic Light Tool (RSE) Course
Crime and Policing Act: Crime and Policing Act 2026 - GOV.UK
Children's Wellbeing and Schools Act: Children's Wellbeing and Schools Act 2026
DfE harmful online challenges and hoaxes Harmful online challenges and online hoaxes - GOV.UK
DfE Keeping Children Safe in Education (September 202) Keeping children safe in education 2026 (comes into force from 1 September 2026)
DfE non statutory information sharing advice for practitioners providing safeguarding services for children, young people,parents and carers (publishing.service.gov.uk)
Early Years Foundation Stage Statutory Framework Early years foundation stage (EYFS) statutory framework - GOV.UK
Farrer & Co addressing-child-on-child-abuse.pdf (farrer.co.uk)
Governance Guides Maintained schools governance guide - Guidance - GOV.UK (www.gov.uk) and Academy trust governance guide - Guidance - GOV.UK (www.gov.uk)

HM Government - Multi-agency statutory guidance on Female Genital Mutilation (publishing.service.gov.uk)
Government guidance for child knife possession offences (accessible) - GOV.UK
Out-of-school settings: safeguarding guidance for providers - GOV.UK
Mental Wellbeing Young People - Public Health Portal - Bracknell Forest Council | (bracknell-forest.gov.uk)
Multi Agency Statutory Guidance on Female Genital Mutilation (July 2020) – Multi-agency statutory guidance on female genital mutilation - GOV.UK (www.gov.uk)
NSPCC Harmful Sexual Behaviour Framework
https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework
Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk)
Prevent Training Prevent duty training - GOV.UK
Promoting the education of looked-after children and previously looked-after children (publishing.service.gov.uk)
Serious Violence Home Office Strategy
https://www.gov.uk/government/publications/serious-violence-strategy
Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024) - GOV.UK (www.gov.uk)
Home - Shore
Special educational needs and disability code of practice: 0 to 25 years
SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)
Supporting pupils at school with medical conditions (publishing.service.gov.uk)
Teaching online safety in schools - GOV.UK (www.gov.uk)
Plan technology for your school - GOV.UK
What to do if you're worried a child is being abused (Advice for Practitioners, March 2015) -
Stat guidance template (publishing.service.gov.uk)
Working together to safeguard children - GOV.UK
Working together to improve school attendance - GOV.UK