ST DOMINIC SAVIO CATHOLIC PRIMARY SCHOOL

Name of Policy:	Safeguarding and Child Protection Policy (v4)
Date Adopted:	8th October 2026
Responsible Person:	Headteacher
Review Date:	Autumn 2027
Signed By:	Laura Hulland Headteacher
Signature:	
Date:	8th October 2026
Signed By:	Peter Bray Chair of Governing Body
Signature:	8th October 2026
Date:	

Safeguarding and Child Protection Policy Changes

Version	Status	Change Detail	Author	Date
2	Updated	KCSIE references to 2022 updated to 2023 including links	Headteacher/DSL	22.08.23
		Update to the Pan Berkshire overview of procedures https://www.berkshirewestsafeguardingchildrenpartnership.org.uk/scp/the-partnership/berkshire-west-multi-agency-safeguarding-arrangements		
		Aims added pages 3 and 4		
		Additional statement added on preventative education added page 5		
		Definitions added page 26		
		Additional comment added that staff will sign to say they have read KCSIE 2023 page 27		
		Information about recognising increase in risk for LGBTQ+ pupils 2.14		
		Additional statement on role of DSL to include filtering 2.2		
		Roles and responsibilities outline staff responsibility 2.2/2.3/2.4		
		Equality statement expanded to include vulnerable groups		
		Confidentiality statement updated 6.0		
		Updated details on reporting and referrals		
		Link to 'Channel' Prevent duty added/DfE contact 17.0		
		Mental health information updated 26.0		
		Forced marriage guidance updated		
		Updated contacts list Appendix B		
		Procedures flow chart updated Appendix C		
3	Updated	2.1 Roles and Responsibilities updated. New DSL. New Governor.	Headteacher/DSL	05.08.24
		2.4 SEND section – further details added from KCSIE for barriers that children with SEND might face		
		10.1 Contextual safeguarding statement added regarding Woodford Park		
		27.0 Safer Recruitment list updated		
		Page 22 reference to low level concerns included in allegations section.		
4	Updated	All references to KCSIE updated to reflect 2026 guidance. References to Annex A also removed.	Headteacher	27.08.2026
		Page 6 procedures edited to add a paragraph around violence against women and girls.		
		Page 20 reference to misogynistic behaviour added.		
		Page 19 Section 21.0 Online Safety updated to include AI-generated content, deep-fake imagery, misinformation and disinformation risks in line with KCSIE 2026.		

		Page 22 Mental health section expanded to include self-harm, suicidal ideation and safeguarding indicators.		
		Page 14 Section 8.0 updated to strengthen safeguarding response to persistent absence, severe absence and children missing education in line with KCSIE 2026.		
		Page 4 Added safeguarding statement regarding children questioning their gender and potential additional vulnerabilities in line with KCSIE 2026.		
		Page 9 Governing Body responsibilities updated to include annual documented review of filtering and monitoring arrangements in line with KCSIE 2026.		
		Page 22 Safer recruitment section updated to reflect KCSIE 2026 regulated activity and volunteer requirements.		
		Page 27 Safeguarding issues list expanded to reflect KCSIE 2026 themes.		
		Page 5 Local safeguarding arrangements updated to reflect introduction of Delegated Safeguarding Partnerships (DSPs) from October 2026.		
		Appendix B contact information updated		
		Page 19 sharing of nudes and semi nudes section updated to remove 'sexting'.		
		Page 25 updated definition of semi nudes to reflect KCSIE guidance		

Safeguarding and Child Protection Policy

Commitment to equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

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

We give special consideration to children who:

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

The school recognises that children who are questioning their gender may experience additional safeguarding vulnerabilities. Support will be child-centred, safeguarding-led and provided in partnership with parents/carers unless doing so would place the child at risk of harm.

INTRODUCTION

St. Dominic Savio Catholic Primary is fully committed to safeguarding its pupils and has an ongoing culture of vigilance.

The school recognises the responsibility it has under section 175 (*Section 157 for Independent Schools and Academies)* of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with pupils and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children's Social Care.

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all school staff, teaching and non-teaching, paid and unpaid, including governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact the school and its governors.

This policy is written in recognition of the local multi-agency safeguarding arrangements for Wokingham and the wider Berkshire West safeguarding partnership framework. The school will work in accordance with the safeguarding arrangements published by the safeguarding partners and any successor arrangements implemented by the local Delegated Safeguarding Partnership (DSP).

In addition to the Berkshire Child Protection Procedures, it is an expectation that all Wokingham Borough Schools follow the Statutory Guidance 'Working Together to Safeguard Children' (2026) and the DfE Statutory Guidance 'Keeping Children Safe in Education' (September 2026). St. Dominic Savio Catholic Primary ensures that all staff have read and understood Part 1 of the 'Keeping Children Safe in Education' guidance.

LOCAL CONTEXT
St. Dominic Savio Catholic Primary is a Wokingham School situated in the Sonning Ward of Wokingham Borough Council.

Multi-Agency Safeguarding Arrangements for Wokingham:

Wokingham Borough Council, Thames Valley Police and NHS Thames Valley Integrated Care Board are the statutory safeguarding partners for the local area.

From October 2026, safeguarding arrangements operate through a local Delegated Safeguarding Partnership (DSP) for Wokingham. The DSP is responsible for local delivery, scrutiny and development of safeguarding arrangements within Wokingham Borough.

Wokingham continues to work collaboratively with Reading and West Berkshire through a Berkshire West federated Executive Partnership, providing regional strategic oversight, shared assurance and collaboration on safeguarding issues that benefit from a Berkshire West approach.

The school will maintain awareness of local safeguarding priorities identified by the Wokingham Delegated Safeguarding Partnership and Berkshire West Executive Partnership and ensure these priorities are reflected in safeguarding practice, training and policy development.

Further information regarding local safeguarding arrangements and partnership governance can be found on the Berkshire West Safeguarding Children Partnership website and through Wokingham safeguarding partnership communications.

There are four main elements to our policy:

1. **PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

2. **PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

3. **SUPPORTING VULNERABLE CHILDREN** those who may have been abused or witnessed violence towards others.

4. PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

1.0 PREVENTION

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The school will therefore:

- establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
- include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse both in the real and the virtual world and information about who to turn to for help
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills
- Keep up to date with key issues within Safeguarding, including Child Sexual Exploitation, County Lines, Child on Child Abuse, Serious Violence, Extremism and Radicalisation and Online harm. We will support children at an appropriate level to recognise the abuse and grooming behaviours associated with these issues.

2.0 PROCEDURES

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

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

The school recognises the safeguarding risks associated with Violence Against Women and Girls, misogyny and harmful gender-based attitudes. Through our curriculum, behaviour expectations, Catholic ethos and safeguarding culture, we actively promote respect, equality, dignity and healthy relationships. We challenge inappropriate language, discriminatory attitudes, sexual harassment and harmful behaviours at the earliest opportunity to prevent escalation and support a safe environment for all pupils.

This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship (including coercive and controlling behaviour)
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
- What constitutes sexual harassment and sexual violence and why they're always unacceptable

2.1 **Roles and responsibilities**

	Name	Telephone contact	Email
Designated Safeguarding Lead	Laura Hulland	0118 9693893	admin@st-dominicsavio.wokingham.sch.uk
Deputy Designated Safeguarding Lead	Charlotte Gauld Patrick Mullens Tara Sharp Emily Baker	0118 9693893	admin@st-dominicsavio.wokingham.sch.uk
Safeguarding Governor	Gunter Kuhnle	0118 9693893	admin@st-dominicsavio.wokingham.sch.uk clerk@st-dominicsavio.wokingham.sch.uk

2.2 **The Designated Safeguarding Lead (Laura Hulland, Headteacher)** takes lead responsibility for child protection and wider safeguarding in the school. This includes overseeing online safety, and working with our technicians in understanding and monitoring our filtering and processes on school devices and school networks to keep pupils safe online.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. When the DSL is absent the deputies will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school

The DSL/Headteacher will also:

- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Ensure they have undertaken, the child protection training course run by representatives of the Wokingham Borough Council or other approved provider. They will also ensure that the deputy designated safeguarding leads have attended this training.
- Ensure that the designated members of staff take advice from a child protection specialist when managing complex cases. The Emergency Duty Team (out of hours) is also available (see Useful Contacts, Appendix B)
- Be aware of the local response to sexual violence and sexual harassment in line with police and local authority children's social care colleagues
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties and this policy on the school website
- Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed whistle-blowing policy
- Provide Child Protection training for **all** staff from the point of their induction which is updated regularly throughout the year. This schedule will ensure all staff are confident about:
    - the school's legislative responsibility
    - their personal responsibility
    - the school's policies and procedures
    - The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines) the need to record concerns
    - The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBTQ+) can be targeted by other children
    - how to support and respond to a child who discloses abuse

2.3 **All Staff**

All staff will:

- Read and understand part 1 of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct policy, the role and identity of the designated safeguarding lead (DSL) and

deputies, the behaviour policy, online safety which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring and the safeguarding response to children who go missing from education

- The early help and family help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBTQ+) can be targeted by other children
- What to look for to identify children who need help or protection

2.4 **The Governing Board**

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Ensure the school remains compliant with current local multi-agency safeguarding arrangements and updates issued by the Wokingham Delegated Safeguarding Partnership and Berkshire West Executive Partnership.
- Appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board.
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
    - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
    - Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards
    - Ensure that filtering and monitoring arrangements are formally reviewed, evaluated and documented at least annually, and whenever a significant safeguarding risk, technological change or concern is identified.

Make sure:

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

  • assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration

  • these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children

  • the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs

  • communication barriers and difficulties in managing or reporting these challenges

  • cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating and then repeating the content/behaviours in schools or colleges or the consequences of doing so

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

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

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.
All governors will read Keeping Children Safe in Education in its entirety. Governors will receive safeguarding and child protection training at induction and regularly thereafter to equip them to fulfil their strategic safeguarding responsibilities.

3.0 RECOGNISING ABUSE AND TAKING ACTION

- Staff are aware if they have any concerns about a child's welfare, they should act on them immediately.
- The attached flowchart for raising concerns about a child (Appendix C) sets out the process staff follow
- Staff are aware that any verbal discussions about concerns must be put into writing and recorded appropriately. All concerns raised must be recorded on the same day.

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

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

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

Tell the DSL as soon as possible if you make a referral directly.

3.2 If a child makes a disclosure to you

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

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Send the details of the disclosure to the DSL using the online recording system 'Cpoms'. Alternatively, if appropriate, make a referral to children's social care and/or the police and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

Bear in mind that some children may:

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

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

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

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

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

Any teacher who either:

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

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.
Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine pupils.
Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.

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

See Appendix C. Where possible, speak to the DSL first to agree a course of action.
If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the safeguarding team and/or take advice from local authority children's social care 01189088002. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.
Make a referral to local authority children's social care directly, if appropriate. Share any action taken with the DSL as soon as possible.

3.5 Referrals

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

If you make a referral directly, you must tell the DSL as soon as possible.
The local authority will make a decision about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

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

4.0 LIAISON WITH OTHER AGENCIES

The school will:

- work to develop effective links with relevant services to promote the safety and welfare of all pupils
- co-operate as required, in line with the DfE Working Together to Safeguard Children (2026) and Keeping Children Safe in Education (2026), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups
- notify Wokingham Children's Services immediately if:
  - it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently)
  - there is an unexplained absence of a pupil who is subject to a Child Protection Plan
  - there is any change in circumstances to a pupil who is subject to a Child Protection Plan

5.0 RECORD KEEPING

The school will:

- keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately
- ensure all records are kept securely using 'Cpoms' online
- ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools. These will be sent using the secure 'Cpoms' online transfer service.

6.0 CONFIDENTIALITY AND INFORMATION SHARING

The school understands that:

- Timely information sharing is essential to effective safeguarding

- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The school will comply with relevant data protection legislation including the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025.
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children

The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

7.0 COMMUNICATION WITH PARENTS / CARERS

The school will:

- ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties on the school website.
- undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from Children's Social Care.

8.0 SUPPORTING VULNERABLE CHILDREN

We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.
This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.
We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

The school will support children through:

- Curricular opportunities to encourage self-esteem and self-motivation
- An ethos that actively promotes a positive, supportive and safe environment and values the whole community
- The school's behaviour policy and equality policy will support vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred
- Liaison with agencies which support the pupil such as the Behaviour Support Team, Children's Services, Child and Wokingham Mental Health Hub or other agencies as deemed appropriate.
- A commitment to develop productive and supportive relationships with parents/carers
- Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers.
- Monitoring and supporting pupil's welfare, keeping records and notifying Social Care in accordance with the West Berkshire Partnership's Child Protection Procedures
- Ensuring when a child who is subject to a child protection or child in need plan leaves, information is transferred to the new school immediately. The Named Social Worker will also be informed.

The school recognises that children who are persistently absent, severely absent or missing from education may be at increased risk of safeguarding concerns, including abuse, neglect, child sexual exploitation, child criminal exploitation, county lines involvement, mental health difficulties and other forms of harm. Staff will remain vigilant to these risks and will work with families and external agencies to identify barriers to attendance and provide appropriate support.

When a child is missing from education, the school will follow the procedure as set out in Wokingham's Children Missing in Education guidance. The Education Welfare Service and Children's Social Care will be informed if a child is subject to a Child Protection Plan or there have been ongoing concerns.

10.0 CONTEXTUAL SAFEGUARDING

We recognise that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, in particular the Designated Safeguarding Lead, are asked to consider the context within which such incidents and/or behaviours occur.

This is recognised as contextual safeguarding, which simply means assessments of children consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Such an approach enables any assessment to consider all the available evidence and the full context of any concerns.

10.1 OUR SCHOOL SITE

Woodford Park is an open area which our playground joins. We are separated by a fence around the perimeter and gates remain locked before and after school drop off and collection times.

Children are taught not to talk to anyone through the fence, even if it someone they know. All staff are vigilant to observing children approaching the perimeter during break times, lunchtimes or any outside learning. A sight barrier has been added to further prevent this.

We are also aware that there is an increased risk of object entering our school site which may be a danger to the children. These could be passed through or thrown over the fence or blown by the wind into our school site. We have a daily check on the school perimeter by the site controller and all staff are vigilant to site safety. Children are taught to report any concerns to an adult.

11.0 PRIVATE FOSTERING

Private fostering occurs when a parent (or someone with parental responsibility) makes an arrangement for their child or children to be cared for by someone else. The person looking after their child or children is known as the private foster carer.

A private fostering arrangement occurs when:

- a child (someone younger than 16 years or 18 years in the case of a child with disabilities) is planned to be cared for, or has already been cared for, by someone else for 28 consecutive days or more
- the person who will care for them is not a parent, grandparent, brother, sister, aunt, uncle, step-parent or an approved foster carer

School staff are aware to be vigilant for any potential private fostering arrangements. If an staff member becomes aware of a private fostering arrangement, they will refer this to the Designated Lead who will ensure children's social care are aware.

12.0 SUBSTANCE MISUSE AND CHILD PROTECTION

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual harm or exploitation
- to believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- where the misuse is suspected of being linked to parent/carer substance misuse.

13.0 CHILDREN OF SUBSTANCE MISUSING PARENTS / CARERS

Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers

- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

14.0 DOMESTIC ABUSE

Domestic Abuse can be psychological, physical, sexual, financial, or emotional. It can be a single incident or series of incidents. It can impact children/young people through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

Head Teachers are notified by the Wokingham Borough Council Safeguarding and Inclusion Manager of Domestic Abuse incidents where the police have been called and that involve children and young people on their school roll. Notifications are also received from Thames Valley Police through Operation Encompass. The school will take appropriate action to ensure these children and young people are closely monitored and any concerns are referred appropriately.

15.0 CHILD SEXUAL EXPLOITATION (CSE)

'*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.'* (Definition as used in Statutory guidance)

Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.

It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.

Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

School will complete a Child Sexual Exploitation Risk Assessment Tool and refer to Children's Social Care if there is a concern that a child or young person may be at risk of sexual exploitation. School may also consult with the Childrens Specialist Support Exploitation Team if required.

The designated child protection lead will attend the 'Exploitation and Missing Risk Assessment Conference (EMRAC) Meeting' if a child from the school is being discussed as a result of a completed risk assessment tool.

16.0 EXTREMISM AND RADICALISATION

In the government guidance for England Keeping Children Safe in Education radicalisation is defined as 'the process by which a person comes to support terrorism and forms of extremism' (KCSIE 2026).

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. We strive to ensure our pupils see the school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances children and of young people. Education is a powerful weapon against this; equipping children and young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Equality Policies for pupils and the Code of Conduct for staff.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, Wokingham Borough Council services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Our school fully understands its duties under the Counter Terrorism and Border Security Act (2019) and the 'Prevent Duty'. St. Dominic Savio Catholic Primary will closely follow local agreed procedure as set out by the Wokingham Borough Council and agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised, consideration will be given to using the LA Channel process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.
In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

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

18.0 HONOUR BASED ABUSE

Honour based abuse is a violent crime or incident which may have been committed to protect or defend the honour of the family or community

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based abuse might be committed against people who:

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

Women and girls are the most common victims of honour-based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- being held against your will or taken somewhere you don't want to go
- assault
- Forced Marriage

Staff know to pass on any concerns to the Designated Safeguarding Lead.

19.0 FORCED MARRIAGE

A forced marriage is when someone is made to marry another person who they don't want to. Forced marriages can happen in secret and can also be planned by parents, family or religious leaders. It may involve physical abuse, sexual abuse or emotional abuse.

Forced marriage is different from an arranged marriage. In an arranged marriage, people have a choice about whether they get married or not. Arranged marriages are a cultural tradition for many people, but forced marriages are an abuse of human rights.

Forced marriage is against the law in the UK and any concern that a child or young person may be being forced into marriage will be responded to as a Child Protection concern and referred to Children's Social Care.

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

20. SHARING OF NUDES OR SEMI-NUDES

Sharing nudes and semi-nudes is an increasingly common issue affecting children and young people. It may involve the sharing of nude or semi-nude images, videos or live streams online, through social media, gaming platforms, messaging services or mobile devices.
Incidents may involve images that are self-generated, digitally altered or wholly created using artificial intelligence (AI), including deepfake or 'deep nude' imagery. Such incidents will be managed as safeguarding concerns in accordance with national guidance.

Sharing nudes and semi-nudes can leave children vulnerable to bullying, emotional distress, coercion, exploitation, blackmail, humiliation and online abuse. Images may be copied, shared widely or used without the child's knowledge or consent.

St Dominic Savio Catholic Primary has due regard for the government guidance *"Sharing nudes and semi-nudes: advice for education settings working with children and young people" (December 2020).*

The school recognises that incidents involving the sharing of nudes and semi-nudes should be treated primarily as a safeguarding concern. Responses will be proportionate, child-centred and conducted in line with national guidance, taking account of the age of those involved, any risk of harm, coercion, exploitation or abuse, and the needs of all children affected.

The school will ensure that the risks associated with the sharing of nudes and semi-nudes are addressed through the curriculum, including online safety education, and that children know how to seek help and report concerns.

Where the school becomes aware of an incident involving the sharing of nudes and semi-nudes, the Designated Safeguarding Lead will assess the circumstances, consider any safeguarding risks and determine whether parents/carers, Children's Social Care, police or other agencies should be involved.

20.0 ONLINE SAFETY

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

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

The 4 key categories of risk

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

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

- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

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

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

Further information is contained within the Online Safety Policy. This includes how online safety is considered whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

21.0 CHILD ON CHILD ABUSE

All staff at St Dominic Savio are aware that children can abuse their peers 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.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment

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

St. Dominic Savio Catholic Primary is clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. The school recognises that misogynistic attitudes and harmful gender stereotypes can contribute to sexual harassment, sexual violence and other abusive behaviours and will challenge these through education, safeguarding interventions and appropriate sanctions.

Through the 'Life to the Full' PSHE curriculum, the school delivers a programme of sessions to challenge this issue. These include:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;

Where the school becomes aware of any instances of Sexual violence and sexual harassment this will be dealt with in line with the behaviour policy and parents will be notified. Social Care will be contacted in line with child protection procedures.

22.0 GANG ACTIVITY

Children and young people involved with, or on the edges of gangs, might be victims of violence or they might be pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited or put into dangerous situations

There are lots of reasons why young people feel the pressure to join gangs. They might be bored and looking for excitement or feel attracted to the status and power it can give them. They might join due to peer pressure, money or family problems. Gang membership can also make a child feel protected and that they belong.

For lots of young people, being part of a gang makes them feel part of a family so they might not want to leave. Even if they do, leaving or attempting to leave can be a really scary idea. They might be frightened about what will happen to them, their friends or their family if they leave.

St. Dominic Savio Catholic Primary takes gang activity seriously and will respond to concerns about gang membership through multi agency working and appropriate referrals which may include Youth Offending Service, Police and Children's Social Care.

23.0 COUNTY LINES AND CRIMINAL EXPLOITATION

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

When children present with risk indictors that could be associated to criminal exploitation, school will complete a Criminal Exploitation Risk Assessment Tool and refer to Children's Social Care. School may also consult with the Childrens Specialist Support Exploitation Team if required.

The designated child protection lead will attend the 'Exploitation Risk Assessment Meeting' if requested to do so.

24.0 FABRICATED AND INDUCED ILLNESS

Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of her/his main carer and which is attributed by the adult to another cause.
There are four main ways of the carer fabricating or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history;
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluids;
- Exaggeration of symptoms/real problems. This may lead to unnecessary investigations, treatment and/or special equipment being provided;
- Induction of illness by a variety of means.

Harm to the child may be caused through unnecessary or invasive medical treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration.

In cases of suspected Fabricated and Induced Illness St. Dominic Savio Catholic Primary will work closely with other agencies to ensure information is shared appropriately and in a timely manner.

Where a child has suffered, or is likely to suffer, significant harm, the school will make a referral to Children's Social Care.

26.0 MENTAL HEALTH

Staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

Staff should recognise that persistent mental health concerns, self-harm, suicidal ideation or behaviours indicating emotional distress may be safeguarding indicators requiring appropriate support, assessment and referral. Concerns will be shared with the DSL in accordance with this policy.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

If staff have a mental health concern about a child that is also a safeguarding concern, staff will take immediate action and follow our safeguarding and child protection policy. Staff can also contact our deputy DSL, Patrick Mullens, who is also our Senior Mental Health Lead. Refer to the Department for Education guidance on mental health and behaviour in schools for more information.

27.0 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government statutory guidance 'Keeping Children Safe in Education' (2026) and the Wokingham Borough Council's Safer Recruitment Toolkit.
The school will ensure recruitment and vetting procedures reflect current statutory guidance regarding regulated activity, volunteers and DBS requirements.

The following members of staff have undertaken Safer Recruitment training:

	Name
Headteacher	Laura Hulland
Assistant Headteacher	Tara Sharp Charlotte Gauld
School Business Manager	Claire Willoughby
Governor	Claire Jones
Chair of Governors	Fiona Cottle

Any allegation of abuse made against a member of staff will be reported straight away to the Head Teacher. Concerns or allegations that do not meet the harm threshold are recorded as 'low level concerns'. Full details can be found in our low level concerns policy.

In cases where the Head Teacher is the subject of an allegation, it will be reported to the Chair of Governors (See Allegations flowchart Appendix D.) The school will follow the procedures set out in Part four of Keeping Children Safe in Education.

The school will consult with the Wokingham Borough Council Designated Officer (LADO) in the event of an allegation being made against a member of staff or where there are concerns about the practice of a staff member. The school will adhere to the relevant procedures set out in Keeping Children Safe in Education.

The Head Teacher or Chair of Governors will liaise with the Wokingham Borough Council Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. The Head Teacher or Chair of Governors **will not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Consideration will be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Schools Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and online world) with all children, especially those with a disability or who are vulnerable.

The school will ensure that staff and volunteers are 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, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

28.0 OTHER RELATED POLICIES

Acceptable Use
Attendance
Behaviour
Complaints procedure
Equality
Health and Safety
Low Level Concerns
Online Safety
Whistleblowing

29.0 USE OF MOBILE PHONES

29.1 Our policy on use of mobile phones, cameras and sharing of images is set out in our online safety policy. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore our school has developed a policy to outline the required protocol for all staff, students, volunteers and parents/carers.

30.0 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

At St. Dominic Savio Catholic Primary, we recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. In managing children with complex and multiple disabilities and/or emotional and behavioural problems we are particularly sensitive to indicators of abuse. We recognise that behaviour, mood and injury may relate to possible abuse and not just a child's SEN or disability.

We also recognise that there is a greater risk of peer group isolation and disproportionate impact of bullying among children with SEND, in particular for those children with reduced communication. As a school we strive to ensure any such issues are dealt with at the earliest opportunity and that these matters are dealt with proactively through the PSHE curriculum.

As part of the PSHE curriculum staff will teach children personal safety skills in accordance with their ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

Where necessary in order to support children with communication difficulties, the school will provide additional training to staff on different communication strategies.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

32.0 EXTENDED SCHOOLS – BREAKFAST AND AFTER SCHOOL CLUB (ON OR OFF SITE)

If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.

Where services or activities are provided separately by another body, either on or off school site, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes Making or sharing nudes and semi-nudes refers to the creation, sending or posting of nude or semi-nude images, videos or livestreams by children under 18, including content that has been digitally altered or generated using artificial intelligence.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

Four categories of abuse

Physical Abuse - may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
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.
It may occur during pregnancy as a result of maternal substance misuse. 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
Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.
It may involve conveying to a child that they are:
Worthless
Unloved Inadequate
- Valued only insofar as they meet another person's needs

It may include:
- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:
- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger

The exploitation or corruption of children
Some level of emotional abuse is involved in all types of maltreatment 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 a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
  - children in looking at, or in the production of, sexual images,
  - children in watching sexual activities
  - or encouraging children to behave in sexually inappropriate ways
  - 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.

Specific Safeguarding Issues (this is not an exhaustive list, please refer to Keeping Children Safe in Education)

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
County lines
Domestic abuse
Substance abuse
Fabricated or induced illness

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
Homelessness
Health and well-being
'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
Violence Against Women and Girls (VAWG)
Misogyny
AI generated abuse and exploitation
Misinformation and disinformation
Gender questioning children
Self-harm and suicidal ideation

Key Contacts within the Wokingham Borough Council.

	Name	Address	Telephone contact	Email
Children's Services Contact, Advice & Assessment Service (CAAS)	Duty Social worker	Duty, Triage & Assessment Team Council Offices Shute End Wokingham Berkshire RG40 1BN	Contact: **0118 908 8002** or Emergency Duty Team (outside of office hours) Tel: 01344 351999	triage@wokingham.gov.uk child@westberks.gov.uk
Director of Children's Services	Emma Cockerell	Council Offices Wokingham Berkshire RG40 1BN		emma.cockerell@wokingham.gov.uk
Prevent Officer Thames Valley Police	Prevent officer	Reading Police Station Castle Street Reading RG1 7TH	Prevent Advice Line: 0800011 3764 07788 307 178	Preventreferrals@thamesvalley.pnn.police.uk
Community Safety Partnership Manager and PREVENT Lead WBC	Narinder Brar	Council Offices Wokingham Berkshire RG40 1BN	07979255308	Narinder.brar@wokingham.gov.uk
Local Authority Designated Officer (LADO)	Michelle Pinnock-Ouma	Council Offices Shute End Wokingham Berkshire RG40 1BN	0118974 6141 07783828150	LADO@wokingham.gov.uk
Principal Education Welfare Officer WBC	Carole Vernon	Council Offices Shute End Wokingham Berkshire RG40 1BN	07595062541	carole.vernon@wokingham.gov.uk
Virtual School Headteacher	Jane Everton	Council Offices Shute End Wokingham Berkshire RG40 1BN		VirtualSchool.Admin@wokingham.gov.uk
Berkshire West Safeguarding Children Partnership	Esther Blake	Council Offices Shute End Wokingham Berkshire RG40 1BN	0118 937 3269	esther.blake@BrighterFuturesforChildren.org

From October 2026 safeguarding partnership arrangements will transition to local Delegated Safeguarding Partnerships (DSPs) across Berkshire West. Schools will follow any updated contact and governance arrangements published by the Wokingham DSP when these become available

Links to further guidance

Berkshire Child Protection Procedures –
https://www.berkshirewestsafeguardingchildrenpartnership.org.uk/scp/the-partnership/berkshire-west-multi-agency-safeguarding-arrangements

Working Together to Safeguard Children
https://assets.publishing.service.gov.uk/media/69fb1c28d0e316a40f269a5b/Working_together_to_safeguard_children_2026_a_guide_to_multi_agency_working.pdf

DfE Keeping Children Safe in Education (September 2026) –
https://assets.publishing.service.gov.uk/media/6a4cf903b7203c4c023fd2f3/Keeping_children_safe_in_education_2026_.pdf

UKCCIS Guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people
Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

UKCCIS Education for a Connected World (2020)
Education for a Connected World (publishing.service.gov.uk)

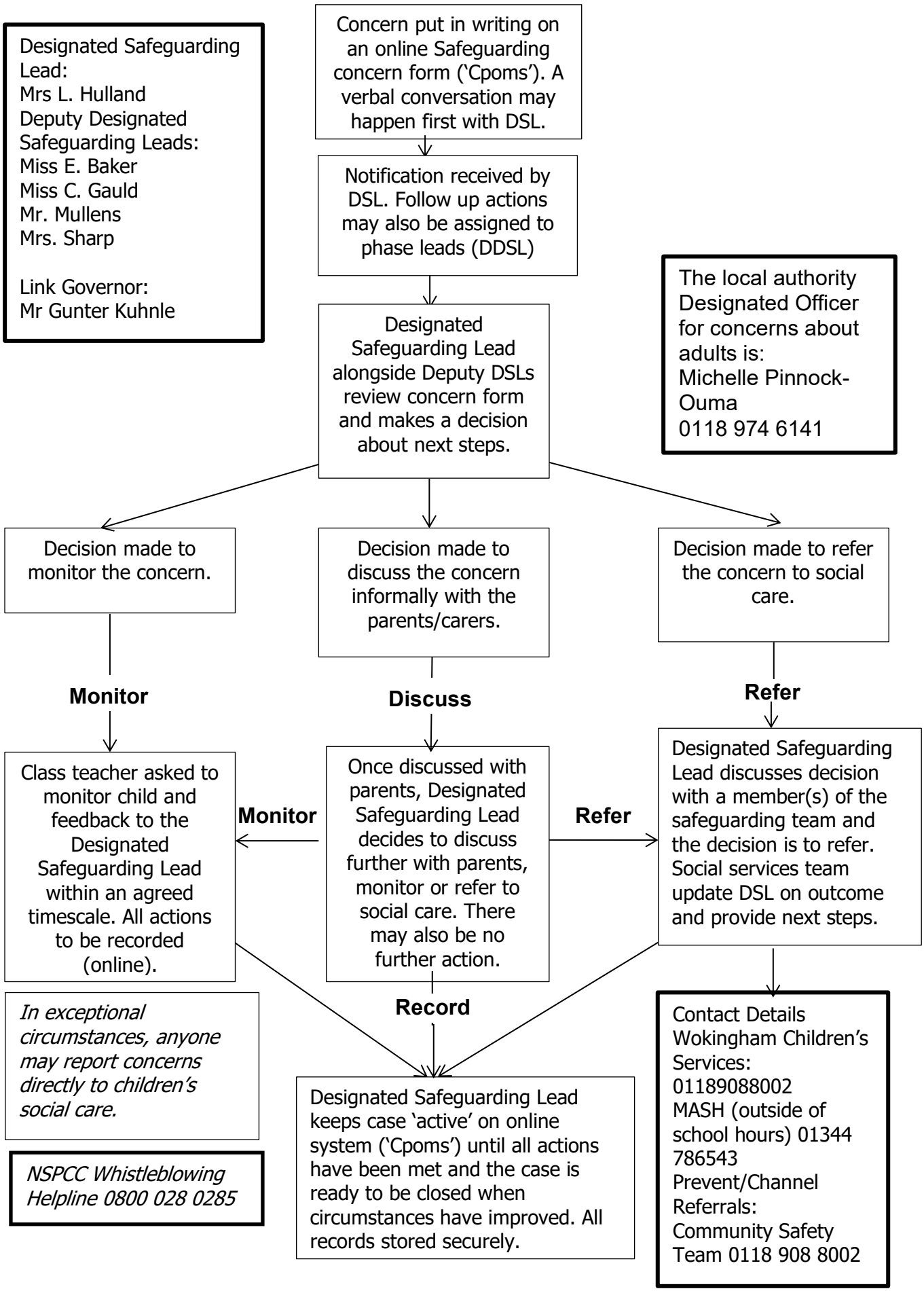
Home Office Criminal Exploitation of children and vulnerable adults: County Lines guidance (Sep 2018)
Criminal Exploitation of children and vulnerable adults: County Lines guidance (publishing.service.gov.uk)

Meeting Digital and Technology Standards in Schools and Colleges (2026)
https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges

Multi Agency Statutory Guidance on Female Genital Mutilation (July 2020) –
HM Government - Multi-agency statutory guidance on Female Genital Mutilation (publishing.service.gov.uk)

Berkshire West Safeguarding Children Partnership – Berkshire West Safeguarding Children Partnership

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Managing an Allegation Against a Member of Staff in your Establishment **Appendix D**

