



Safeguarding and Child Protection Policy





Contents

1. Safeguarding statement
2. Key school contacts
3. Key external contacts
4. Legislation, terminology and key documents
5. Equality statement
6. Roles and responsibilities
7. Safeguarding Training
8. Taking action
9. Procedures and processes
10. Female Genital Mutilation (FGM), preventing radicalisation, and mental health
11. Alternative provision
12. Out-of-school settings
13. Attendance
14. Critical incidents
15. Risk assessment
16. Supporting disclosures
17. Communication with parents/ carers
18. Safeguarding interventions
19. Record keeping
20. Confidentiality and information sharing
21. Child-on-child abuse
22. Sexual violence, sexual harassment and harmful sexual behaviour
23. Online safety
24. Use of mobile technology
25. Safer recruitment, allegations against staff and low-level concerns
26. Site security
27. Additional Reporting
28. Related policies and documentation





Key policy information

- Version number (e.g. v1)
- Approved by Storyybrook Full Governing Body and Proprietor
- Date approved: 01.06.26
- Review cycle: Annual
- Next review date: 18.04.2027





1. Safeguarding statement

Safeguarding is Storyybrook's number one priority; the golden thread that runs through everything we do and all of our policies, procedures and processes. We are committed to creating a safe, respectful, and inclusive environment where our children and adults feel protected, valued, and confident to speak up. Our child-centred approach ensures that decisions are made in the best interests of the child, with a focus on removing barriers, raising aspirations, and improving outcomes. We embed a whole school approach to safeguarding through a culture of professional curiosity and "it could happen here".

At Storyybrook, safeguarding means protecting our students from harm (including inside and outside of school, home and online), so they can thrive in a safe, supportive environment. We prioritise early intervention and ensuring staff act promptly and appropriately on concerns. Our school puts our pupils at the heart of everything we do, which is fundamental to all aspects of everyday life at our school. At Storyybrook 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 (delivered in regularly timetabled lessons and reinforced throughout the whole curriculum) 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, know when to seek support and develop the skills to ask for help from trustworthy, reliable sources.

As a specialist, SEMH provision, it is essential that we always consider our pupils and their families holistically, taking their history, experiences and needs into consideration. At Storyybrook, this means prioritising and understanding our school context, local context and the needs of our pupils and families. This includes trauma and adverse childhood experiences, involvement from Children's Social Care, and higher levels of dysregulation. Alongside this, local contextual issues may include domestic abuse, mental health concerns, child-on-child abuse, children missing in education, exploitation, online safety risks and harmful sexual behaviour.

In our SEMH setting, it is imperative that staff are aware that dysregulated behaviours may indicate a safeguarding need; all behaviour is understood within a safeguarding context. Therefore, they must consider:





- sudden changes in behaviour
- escalation patterns
- triggers linked to home
- concerns around interactions with peers
- contextual issues outside of school i.e. online safety and behaviour

All serious behaviour incidents, whilst explored in line with our Behaviour and Relationships Policy, must be reviewed through a safeguarding lens. Storybrook staff are aware that repeated and/or high-level dysregulation may indicate unmet safeguarding needs.

Behaviour would be considered a safeguarding risk or concern if it involves:

- harm or risk of harm
- sexualised behaviour
- repeated/high-level incidents
- unexplained escalation
- links to home/contextual risk

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 (as amended). This policy is written in accordance with Keeping Children Safe in Education 2025 and Working Together to Safeguard Children 2025.

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.

The purpose of this policy is to provide all stakeholders including employees, volunteers, governors, trustees and visitors with the framework they need to protect pupils and keep them safe at Storybrook.

This policy and our safeguarding responsibilities apply to all Storybrook activities (before, during and after school), onsite, off-site and out of school hours, including when a child attends an Alternative Provision (AP) and when our facilities are used by another provider.

This policy is kept up to date, regularly reviewed (at least annually) and is published on the Storybrook website, a hard copy is available at reception and on request. This policy can be made available in large print or other accessible format if required; please do not hesitate to contact the school office should you need assistance with this.

This policy is agreed and acknowledged from the following key personnel, who will ensure the policy is implemented by all staff:





- Storyybrook Headteacher and Designated Safeguarding Lead (DSL): Mrs Rachel Burbridge
- Storyybrook Deputy Headteacher and Deputy Designated Safeguarding Lead (DDSL): Mrs Rachel Tetchner
- Storyybrook Safeguarding Governor: Mrs Debbie Smith
- Storyybrook Chair of Governors: Miss Kelly Lane

2. Key school Contacts

Headteacher and Designated Safeguarding Lead (DSL)	Mrs Rachel Burbridge Head.Storyybrook@Storyy.group 01344 981249
Deputy Designated Safeguarding Lead (DDSL)	Mrs Rachel Tetchner Deputy.Storyybrook@Storyy.group 01344 981249
Members of staff who have also received Level 3 Safeguarding Training	DSL and DDSL
Chair of Governors	Miss Kelly Lane Kelly.Lane@Storyy.group
Nominated Safeguarding and Child Protection Governor	Mrs Debbie Smith Debbie.Smith@Storyy.group
The Designated Teacher (DT)	Mrs Rachel Burbridge Head.Storyybrook@Storyy.group 01344 981249
Attendance Lead / Attendance Champion	Mrs Rachel Tetchner Deputy.Storyybrook@Storyy.group 01344 981249
Prevent Lead	Mrs Rachel Burbridge Head.Storyybrook@Storyy.group 01344 981249





Special Educational Needs and Disability Lead (SENDCo)	Mrs Rachel Tetchner Deputy.Storybrook@Storyy.group 01344 981249
Senior Mental Health Lead	Mrs Rachel Burbridge Head.Storybrook@Storyy.group 01344 981249

3. Key External Contacts

Local Authority Designated Officer(s) (LADO)	Mrs Alison Small lado@bracknell-forest.gov.uk 01344 351572
Bracknell Forest Children’s Social Care department ¹	Telephone number: 01344 352005 Email: mash@bracknell-forest.gov.uk Out of hours emergency: 01344 351999
FGM reporting - non-emergency police contact number	101
Police - emergency	999
Prevent partners and advice about extremism	preventreferralsbracknell@thamesvalley.pnn.police.uk https://www.bracknell-forest.gov.uk/crime-and-emergencies/crime-and-community-safety/preventing-violent-extremism-0 ACT Early Prevent radicalisation 0800 011 3764 Non-emergency DfE advice 020 7340 7264 counter-extremism@education.gsi.gov.uk
Bracknell Forest Safeguarding Board	Bracknell Forest Safeguarding Board





UK Safer Internet Centre	0344 381 4772 helpline@saferinternet.org.uk
NSPCC Helplines (including whistleblowing)	<p>FGM Telephone: 0800 028 3550 Email: FGM.Help@nspcc.org.uk</p> <p>Child Exploitation Telephone 0808 800 5000</p> <p>Weston House 42 Curtain Road London EC2A 3NH</p> <p>Telephone: 0800 028 0285 Email: help@nspcc.org.uk https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/</p>
Reporting serious wrongdoing to the Education and Skills Funding Agency	For further guidance please see: https://www.gov.uk/guidance/how-esfa-handles-whistleblowing-disclosures
Report Abuse in Education helpline	A dedicated helpline for children and young people who have experienced abuse at school, and for worried adults and professionals that need support and guidance, including for non-recent abuse. 0800 136 663 or email help@nspcc.org.uk

If the school Safeguarding Team are unavailable, please escalate to MASH.

In immediate danger → call 999

4. Legislation, Terminology and Key Documents

This policy has been considered and been prepared in line with current legislation (and any amendment to the same) including but not limited to:

- The statutory guidance ‘Working Together to Safeguard Children’ (2025) and ‘Keeping





Children Safe in Education' (KCSIE) (2025).

- Statutory guidance on the Prevent duty and Female Genital Mutilation (FGM).
- The Human Rights Act 1998, The Children Act 1989 (and 2004 amendment), the Equality Act 2010, Public Sector Equality Duty, Charities Act 2011, Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR).
- The school's Local Safeguarding Children's Partnership Guidance, Local Authority policies, procedures and threshold guidance.
- This policy is an overarching policy and in addition to the above, should be read in conjunction with Storyybrook's suite of policies found on our website.

Child/ren includes everyone under the age of 18 years old. We will use the term 'Children and Young People' in this policy, when referring to our pupils.

Child protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm (Section 47).

Children in Need refers to a child who is unlikely to achieve or maintain a reasonable level of health and development, or whose health and development is likely to be significantly or further impaired, without the provision of services, or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. (Section 17).

References to Parent or Parents means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g. foster carer / legal guardian).

References to Children's Social Care includes, depending on the context, the team based in the local authority where the school is located and, where appropriate, the team based in the local authority where the child is a resident.

References to harmful sexual behaviour in this policy refer to the DfE's definition: sexual behaviours expressed by pupils under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or abusive towards another child, young person or adult.

References to staff includes all those who work at Storyybrook, regardless of their employment status, including Contractors, Supply Staff, Volunteers, Trustees and Governors unless otherwise indicated.

Acronyms used in this policy:





- AP - Alternative Provision
- DSL - Designated Safeguarding Lead
- DDSL - Deputy Designated Safeguarding Lead
- CSC - Children's Social Care
- CSE - Child Sexual Exploitation
- CCE - Child Criminal Exploitation
- CYP - Children and Young People
- FGM - Female Genital Mutilation
- KCSIE - Keeping Children Safe in Education
- LA - Local Authority
- LADO - Local Authority Designated Officer
- MASH - Multi-Agency Safeguarding Hub
- SEND - Special Educational Needs and Disability
- SLT - Senior Leadership Team

5. Equality statement

Storybrook is aware that 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 Storybrook, we are committed to anti-discriminatory 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

All staff and volunteers understand the importance of recognising that a child may benefit from Early Help intervention, and it is integral to our whole school approach to look and listen out particularly for children:

- who have a special educational need and/or disabilities (SEND) or health condition
- who are a young carer (children and young people, under the age of 18, who provide care for a family member with illness, disability, mental health issues, or substance misuse.)
- who could experience discrimination due to their race, ethnicity, religion, gender questioning or sexuality
- 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
- who have ongoing unexplainable and/or persistent absences from education
- whose parent/carer has expressed an intention to remove them from school to be provided with elective home education (EHE).

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.

All staff hold a key responsibility to identify and assess young carers early, recognising that





young carers may be at increased risk of emotional strain, educational disruption, and unrecognised safeguarding concerns. Staff should routinely use pastoral and safeguarding systems to pinpoint pupils exhibiting caring responsibilities, particularly when those responsibilities appear inappropriate for their age or start impacting attendance, wellbeing, or social development. Once 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 4.

By fulfilling this duty of early recognition, fair assessment, and clear referral pathways, we not only safeguard young carers but open access to timely support. This ensures young carers receive the tailored emotional, educational, and practical help they need, in partnership with statutory services, helping to mitigate risks and promote better outcomes.

Children with Special Educational Needs and Disabilities (SEND)

We know who our pupils are with special educational needs, disabilities, or additional health needs and recognise that they may face additional barriers, that can include:

- assumptions that indicators of possible abuse, such as behaviour, mood and injury, relate to the child's impairment without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- assumptions that children with SEND can be disproportionately impacted by things like bullying - without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding - being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
- reluctance to challenge carers (professionals may over-empathise with carers because of the perceived stress of caring for a disabled child)
- disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- a disabled child's understanding of abuse
- lack of choice/participation

Children Looked After

A child is 'looked after' (in care) if they are in the care of the Local Authority for more than 24





hours. Children can be in care by agreement with parents or by order of a court. The placement providing the care can be a connected person to the child or a Local Authority approved foster carer.

Kinship Care refers to a type of care where a child who cannot be looked after by their birth parents is cared for by relatives or friends. The government in England has launched a Kinship Care Strategy to improve kinship carers' financial stability, education, training, and partnership with local authorities and other agencies.

These arrangements can be known as either family and friends care or private fostering.

Sometimes these carers will be given Parental Responsibility for the children through a Child Arrangements or Special Guardianship Order.

Private Fostering: You're a private foster carer if you're not a close relative and you're looking after a child who's under a plan.

Virtual School Heads have a responsibility for monitoring of the educational attendance, promoting education and attainment, and progress of children looked-after.

Virtual School Heads are responsible for ensuring appropriate partnership working to focus on attendance for previously looked after children and children with a social worker - defined as any child who has been assessed as being in need under section 17 of the Children Act 1989 and currently has a social worker; it also includes those who have been assessed as needing, or previously needing, a social worker within the past 6 years due to safeguarding or welfare reasons.

In line with promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension - GOV.UK (www.gov.uk) this has been extended to include the responsibilities for virtual school heads for a strategic leadership role to champion the educational attendance, attainment and progress of children with a social worker. This means that they should be:

- making visible the disadvantages that children with a social worker can experience, enhancing partnerships between education settings and local authorities, including with Children's Social Care, to help all agencies hold high aspirations for these children
- promoting practice that supports children's engagement in education, recognising that attending an education setting is an important factor in helping to keep children safe from harm
- levelling up children's outcomes to narrow the attainment gap so every child has the opportunity to reach their potential - including helping to ensure that children with a social worker benefit from support to recover educationally from the impact of the pandemic

In offering advice and information to workforces that have relationships with children with





social workers, virtual school heads identify and engage with all key professionals in Bracknell Forest and beyond, helping them to understand the role they have in improving outcomes for children e.g. DSL and deputies, social workers, headteachers, governors, special educational needs co-ordinators, mental health leads, other Local Authority partners, including Designated Social Care Officers for SEND.

Storybrook ensures that our Designated Teacher has the appropriate training, so they are able to take the leadership of this crucial area of our safeguarding arrangements in collaboration with our Designated Safeguarding Lead which includes:

- working closely with virtual school heads to ensure that funding is best used to support the child’s educational achievement and development needs that are identified in their personal education plans
- collaborating with the virtual school heads to also promote the educational achievement of previously looked after children
- appropriate staff made aware of a child’s looked after status
- ensure that necessary staff have the skills, knowledge and understanding of the child’s needs
- ensure the child’s record contains a clear understanding of their legal status and care arrangements, including the levels of authority delegated to their carer and contact arrangements with birth parents or those with parental responsibility
- keep contact details of the child’s social worker, carer(s) and name and contact details of the virtual school head for. DT to liaise with.

6. Roles and Responsibilities

All Staff (including Governors) are required to:

- recognise safeguarding is everyone’s responsibility—not just those working directly with pupils
- view all school activities, including behaviour and attendance, through a safeguarding lens
- ensure that the welfare of the child is paramount; pupils must feel listened to, valued, and safe, recognising that some CYP have an increased risk of abuse and additional barriers and vulnerabilities including SEND, those who currently or have previously had social services involvement and who require mental health support
- foster a safe, welcoming environment that supports pupil’s confidence and learning
- know who the Headteacher, DSL, Safeguarding Governor, and Chair of Governors are
- contribute to a safe environment where pupils can thrive and achieve their best outcomes





- promote protective factors such as self-esteem, confidence, supportive friendships, and trusted adults
- embed safeguarding and preventative education throughout the curriculum
- respond in line with a zero tolerance to any form of child-on-child abuse, sexual violence/harassment, and discrimination
- be aware of signs of abuse, neglect, exploitation, and other safeguarding risks, including persistent or unexplained absences
- take timely action on safeguarding concerns, in line with legislation and LA procedures, ensuring high quality record-keeping, and work effectively with relevant agencies
- identify and support those that may benefit from Early Help
- assess and mitigate risks of radicalisation and extremism
- have a reflective approach to improving and incorporating best practice.

As a school, we will take the lead responsibility for those pupils we place in an Alternative Provision and ensure our approach is in line with Bracknell Forest Councils Alternative Provision Guidance (or other relevant provisions, in line with pupils home counties or virtual schools).

All staff who work directly with pupils will read and understand Part 1 and Annex A & B of KCSIE 2025 guidance. This also applies to the governing body who should also read part 2. Staff who do not work directly with pupils will read and understand part 1 or annex A of this guidance. All staff will read and understand our staff code of conduct.

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

- Behaviour and Relationships Policy
- Anti-Bullying 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.

Designated Safeguarding Lead (DSL)

As a senior leader (Headteacher), the DSL takes lead responsibility for all aspects of safeguarding and child protection, including online safety and monitoring systems. Their full responsibilities are outlined in KCSIE and in their job description. This responsibility cannot be delegated; however, tasks may be assigned to others, with ultimate responsibility remaining with the DSL. The DSL (Headteacher) has overall responsibility for safeguarding and child protection, including online safety. This responsibility cannot be delegated.

Key responsibilities include:

- ensuring compliance with KCSIE and statutory safeguarding duties
- embedding a strong whole-school safeguarding culture
- acting as a source of support, advice and expertise for staff
- managing referrals to Children's Social Care, Police and other agencies
- leading and contributing to multi-agency processes
- maintaining accurate safeguarding records and oversight of concerns
- ensuring staff training, induction and ongoing safeguarding awareness
- understanding local safeguarding processes and thresholds
- overseeing filtering and monitoring systems
- responding to low-level concerns and allegations

The DSL will also:

- be available during school hours, with appropriate cover in place
- liaise with Deputy DSL(s) and relevant staff (e.g. attendance, SEND, mental health)
- attend and contribute to multi-agency meetings





- lead early help processes where appropriate
- report safeguarding trends and updates to governors

The DSL is the main point of contact for safeguarding concerns and will coordinate the school's response to ensure timely and appropriate action.

During term time, the Headteacher (DSL) will be available during school hours for staff to discuss any safeguarding concerns. In the event that non-urgent matters arise out of school hours, our DSL can be contacted, if necessary via the Head.Storybrook@storyy.group email address with SAFEGUARDING as the subject line. When the DSL is absent, please contact school's Deputy Headteacher and DSL, Mrs Rachel Tetchner.

If the school's DSL and deputies are not available or cannot be reached, for example, during out-of-hours/out-of-term activities. Please contact Emergency Duty Service - after hours, weekends and public holidays 01344 351999.

During out of hours the Headteacher and DSL, and Deputy Headteacher and DDSL will check in periodically to ensure that any safeguarding requests or queries are responded to as soon as possible i.e Section 17/47/strategy Meetings/Court requests.

Governing Body

Storybrook's governing body holds strategic responsibility for safeguarding, as outlined in KCSIE 2025 and the Governance Handbook. They must guarantee that all staff comply with legislation and local guidance at all times.

The governing body will ensure:

- effective safeguarding policies and compliance with legislation are in place
- staff understand and fulfil safeguarding duties
- the body has the capacity and knowledge to oversee safeguarding
- a safeguarding governor is appointed to lead on safeguarding matters (Mrs Debbie Smith)
- all governors receive safeguarding including online safety training upon induction, with regular updates (at least annually)
- that they oversee online filtering and monitoring systems, ensuring they meet Department for Education (DfE) standards
- that they request and receive an annual safeguarding report and the annual safeguarding self-assessment audit
- that they seek assurances that safeguarding standards are being met regarding those who are providing out-of-school setting activities





- they 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 for the setting
- that they evaluate and approve this child protection policy along with other policies related to safeguarding at each review, ensuring they comply with the law, and hold the Headteacher/Principal to account for their implementation
- that they evaluate and approve recommendations/action plans identified through quality assurance activity that the Headteacher/DSL undertakes to review safeguarding practice through audits and annual/termly governing reports to ensure that they have regular oversight and hold the Headteacher accountable for the practice improvement
- that all staff undergo safeguarding and child protection training, including online safety according to their roles, and that such training is regularly updated and is in line with statutory guidance and Bracknell Forest Safeguarding Board
- that 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
- that the school has effective procedures to manage any safeguarding concerns that arise. This includes those related to child welfare concerns, low level concerns and allegations made against staff
- that this policy reflects those children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- that where another body is providing services or activities on the school site (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 to make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate.

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.

Storybrook's governing body fully recognises its responsibilities that they have in keeping pupils safe, this is set out in KCSIE (2025) and in the Governance Guide.

Governance and safeguarding oversight arrangements are detailed within the Governance and Safeguarding Oversight Framework (please see Appendix 5).

7. Safeguarding training



Date Last Reviewed: 18.04.2026 | Scheduled Review Date: 18.04.2027
Review By: Rachel Burbridge





Storybrook ensures that all staff, including governors receive approved safeguarding training (including online safety) so that everyone understands the expectations, applicable to their role and responsibilities. We ensure that all staff and volunteers continuous professional development (CPD) is maintained and keep a record of this. In addition to statutory training all staff receive regular updates and CPD via email, e-bulletins, and staff meetings.

Safeguarding training and awareness will take place regularly, including at least annually throughout the academic year for all staff, governors and trustees. This will include signs of abuse, neglect, exploitation, and online safety (filtering and monitoring) through induction, briefings, and ongoing development. A full list of training requirements is set out in the Safeguarding Training Framework provided by the Trust's Head of Safeguarding and Head of Professional Development. The training framework is supported by the use of The National College and Safeguarding Network resources.

Safeguarding Children Induction:

Aims: To ensure that all staff/volunteers are made aware of systems within their school or college which support safeguarding children.

Learning Objectives: To ensure that all staff know:

Child protection policy: The process for responding to all forms of harm but in particular child-on-child abuse, directly and online

Behaviour and Relationships policy: how to prevent prejudice-based discriminatory bullying

Code of conduct: reporting low-level concerns, allegations against staff and whistleblowing

Safeguarding children absent from education: Looking out for patterns of repeat occasions and prolonged periods

Role of the Designated Safeguarding Lead (DSL): Who are they and how to share information about concerns.

Part one KCSiE and Annex B of KCSiE 2025: Copies of this will be issued at induction with expectation that staff read and sign to say they understand their role in accordance with this guidance.

Annual Safeguarding Training :

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 online safety.





Aim: To ensure that all staff and volunteers have regard for Part one of KCSiE, when carrying out their role to safeguard and promote the welfare of children.

Learning objectives:

1. What school staff should know and do
2. What school staff need to know
3. What school staff should look out for
4. What school staff should do if they have concerns about a child
5. What school staff should do if they have a safeguarding concern or an allegation about another staff member
6. What school staff should do if they have concerns about safeguarding practices within the school.

All staff and Governors must read and understand:

- the Safeguarding and Child Protection policy in full.
- the Appropriate Workplace Behaviour Policy.

SLT and the Governing Body must read the entire KCSiE guidance.

All completed training will be recorded and certificates securely stored.

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, Prevent and Safer Recruitment training.

Designated Safeguarding Lead Training :

Aim: To ensure that DSL (and deputies) have regard for Annex C, Keeping Children Safe in Education when carrying out their role to safeguard and promote the welfare of children.

Learning objectives: To ensure that DSL/DDSL understands their duties in accordance with their job specification in relation to:

1. Availability
2. Manage referrals
3. Working with others
4. Information sharing and managing the child protection file





5. Raising awareness
6. Training, knowledge, and skills
7. Providing support to staff
8. Understanding the views of children
9. Holding and sharing information.

8. Taking Action

The priority is for all safeguarding and welfare concerns involving pupils at Storyybrook to be raised in a timely manner to the DSL, DDSL and/or the relevant external agency.

It is important for staff to note that behaviour may mask safeguarding and that it is essential to monitor and record repeated low-level concerns, alongside more significant behaviour incidents, to ensure needs are fully considered and addressed.

Staff are aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and / or they may not recognise their experiences as harmful, e.g. a child may feel embarrassed, humiliated, or being threatened due to their vulnerability, disability and / or sexual orientation or language barrier.

If staff have a safeguarding concern:

- act immediately and do not delay
- report concerns to the DSL or DDSL
- record concerns accurately and promptly
- contact Children's Social Care or Police directly, if there is immediate risk

Anyone can make a referral; however, the DSL should be informed as soon as possible. The DSL or the DDSL should always be available to discuss safeguarding concerns. Appropriate cover arrangements are in place out of hours/out of term activities, and in these circumstances safeguarding concerns should be directed to Bracknell Children's Social Care out of hours team on 01344 351999.

If in exceptional circumstances the DSL and DDSL are unavailable, staff must not delay taking action. Staff should speak to their line manager or a member of the SLT and / or advice should be taken from Children's Social Care. Their contact details are set out at the front of this policy. Please note: staff at Storyybrook will always aim to ensure that the relevant staff, noted above, are available to support with any safeguarding issues in a timely manner.

In all cases where there is a serious safeguarding concern, this must be discussed with the Headteacher (DSL) and, where appropriate, the Proprietor, and appropriately shared with any





relevant stakeholders.

9. Procedures and Processes

Our procedures are in line with statutory guidance including KCSIE (2025), Working Together to Safeguard Children (2025), and local safeguarding procedures.

We recognise that some pupils, particularly those with SEND, SEMH needs, or involvement with social care, may be more vulnerable. All safeguarding decisions are made in the best interests of the child.

Staff must act promptly on concerns and follow the school's reporting procedures. If unsure, they must always seek advice from the DSL or DDSL.

Procedures in this policy are supported by other school policies, outlined below, and our approach to safeguarding of **"it could happen here"**. We recognise that some children have an increased risk of abuse and additional barriers and vulnerabilities including SEND children and those with a social worker or those who have had a social worker previously. Our procedures and school ethos are child-centred, and decisions are made in the best interests of the child, as we strive to protect, and raise educational outcomes and aspirations for each child equally regardless of any barriers they may face.

In all cases, if staff are unsure, they should always speak to the DSL, DDSL(s).

Our commitment to safeguarding our pupils and supporting our staff in their safeguarding responsibility applies during the school day, before and after school activities (on or off school site), and when our school facilities are used by another external provider (e.g., football coaches).

Activities directly run under the supervision or management of school staff, the school's arrangements for safeguarding and child protection as written in this policy apply.

Where services or activities are provided separately by another body, the governing body will seek assurances that the provider concerned meets the requirements of Keeping children safe in after-school clubs, community activities and tuition guidance (also referred to as out-of-school settings). This will include making sure that they have appropriate policies and procedures in place for safeguarding children and child protection and that there are arrangements to liaise with the school on these matters where appropriate. This will be included in a lease/licence or hire agreement, and any failure to comply would lead to termination of the agreement. If we receive an allegation of an incident happening while an individual or organisation was using the school premises to run activities for children, we will follow our safeguarding policies and procedures and inform our LADO.

We define safeguarding as: protecting children from maltreatment (including within and outside of the home and online), ensuring they can develop mentally, physically, and socially in a safe





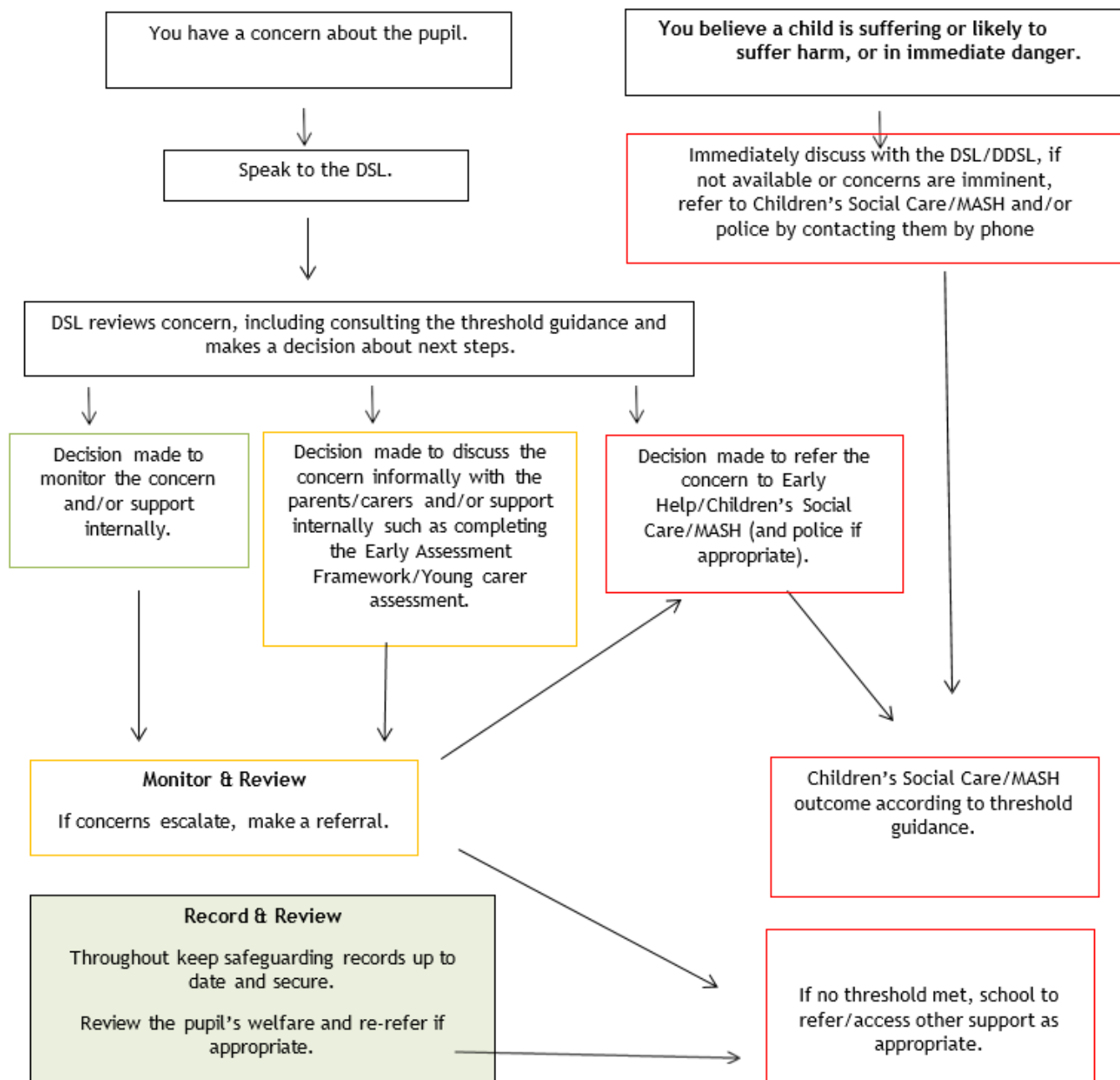
environment, further enabling them to have the best outcomes. Staff will take action immediately and appropriately if they have any concerns about a child, providing help and support as soon as problems emerge. (Also reference figure 1 KCSIE 2025).

Concerns of a serious safeguarding nature or if there are concerns that the child is in immediate danger, this must be reported verbally and immediately to the DSL or DDSL.

As an initial point, Storyybrook staff will always consider that behaviour concerns must be treated under the lens of safeguarding. Any patterns of behaviour or dysregulation must be reported in a timely manner to the DSL for monitoring purposes and/or further action.

Please refer to the flow chart below.





Anybody can make a referral. Staff required to make a direct referral may find helpful the flowchart set out on page 24 of KCSIE.

Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact CSC again.

For any pupils who attend school and do not live in the same county as the school is located, then we will refer to the county that the child lives in.

If a referral is made by telephone, this should be followed up in writing.





If the referral is made by someone other than the DSL, the DSL should be informed of the referral and any actions taken as soon as possible.

Parental consent is not always required for referrals to statutory agencies, although it is best practice as long as it will not put the child at risk of harm.

All staff will consider the ‘big picture’ surrounding the child, including their SEMH needs, contextual safeguarding, and extra-familial harm. Safeguarding incidents that take place externally to the school, if the school are made aware, these will be reported to the relevant service to provide the full context.

All staff understand that Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) are forms of child abuse and if we suspect a pupil is being exploited, we will respond immediately by contacting the Police and/or CSC. Please refer to the table above for details of Bracknell’s exploitation team.

As a school, we have an appointed Designated Teacher (Mrs Rachel Burbridge - Headteacher) and will work collaboratively with the Virtual School to improve the educational outcomes for children with a social worker and in kinship care by monitoring attendance, progress, and attainment, ensuring the Personal Education Plan’s (PEPs) are completed in a timely manner and meetings take place. The DT will act as an advocate for the pupils in kinship care, Children Looked After (CLA) and Previously CLA (PCLA) and will also work with partners to raise aspirations for this cohort of pupils.

10. Female Genital Mutilation (FGM), Preventing Radicalisation and Mental Health

There is an FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015). FGM is illegal in the UK and a form of child abuse.

The Prevent Duty (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.

To support our compliance with the Prevent Duty we will complete the Prevent risk assessment annually [Prevent duty: risk assessment templates - GOV.UK](#).

Schools have an important role to play in supporting the mental health and wellbeing of their pupils. 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.

FGM	Radicalisation	Mental Health
If you discover that FGM has taken place, or a pupil is at	If there is an immediate	If you have a mental health concern about a pupil that is





<p>risk of FGM, any teacher must immediately report this to the police, verbally by contacting 101. Following this, contact should then be made to CSC.</p> <p>Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve CSC as appropriate.</p> <p>Any other member of staff who discovers that an act of FGM or is at risk of FGM must speak to the DSL and follow our local safeguarding procedure.</p>	<p>threat, call 999.</p> <p>If you have concerns that a pupil may be at risk of radicalisation, discuss this with the DSL immediately.</p> <p>This may then include making a Prevent referral: preventreferralsbracknell@thamesvalley.pnn.police.uk</p>	<p>also a safeguarding concern and/or the wider safeguarding concern is further impacting on the pupil’s mental health, follow the “what to do when you are concerned about a CYP” procedure.</p> <p>If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.</p>
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11. Alternative Provision (AP)

When a child attends an AP, we continue our lead responsibility for safeguarding and we will ensure our practices align with Department for Education Guidance - [Arranging Alternative Provision - guide for LAs and schools](#) and LA procedures. When a child attends AP, Storybrook retains safeguarding responsibility for them and must complete regular checks on attendance, quality of provision, and outcomes for the student. Our named contact is Mrs Rachel Tetchner.

We will ensure that:

- Storybrook obtains written confirmation from the AP provider that appropriate safeguarding and safer recruitment checks have been carried out on individuals working at the establishment (i.e. in line with the Trust’s safer recruitment requirements) and any arrangements that may put the child at risk (i.e. staff changes), so we can ensure that appropriate safeguarding checks have been carried out on new staff
- we are satisfied that the provision is safe and meets the child’s pastoral and educational needs, including at least half termly reviews to ascertain objectives are being met, the child is attending regularly, and the provision continues to be safe and meets the child’s needs
- regular liaison with the AP, child, parent/carer and LA will take place to monitor progress, attendance and well-being. Absence will be followed up promptly





- we know where the child is at all times (including the address) during school hours.

Where safeguarding concerns arise, the placement should be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

12. Out-of-School Settings

Where services or activities are provided separately by another body, Storyybrook will complete our due diligence in line with keeping children safe in after-school clubs, community activities and tuition guidance [Link [After-school clubs, community activities and tuition: safeguarding guidance for providers - GOV.UK](#)] (also referred to as out-of-school settings including:

Making sure the provider has appropriate policies and procedures in place for safeguarding and child protection and that there are arrangements to liaise with the school on these matters where appropriate. This will be included in a lease/license or hire agreement, and any failure to comply would lead to termination of the agreement.

If we receive an allegation of an incident happening while an individual or organisation was using the school premises to run activities for pupils, we will follow our safeguarding policies and procedures and inform our LADO.

The governing body will seek assurances that the provider concerned meets these requirements set out in KCSIE and out-of-school settings guidance.

13. Attendance

Absence, in particular persistent absence, can be an indicator of harm. Storyybrook will therefore monitor attendance thoroughly, in line with our attendance policy (found on our website) to ensure all pupils are safeguarded; this is most pertinent for pupils with attendance below 90% and those who are considered missing in education. We will closely monitor the attendance of all our pupils in a continuum for example, those that are absent from school, those with unexplainable absences and/or those children persistently/severely absent from education. Please see our Attendance Policies for more information, found on the school website, which is in line with the following statutory guidance [Working together to improve school attendance - GOV.UK](#).

For those pupils at Storyybrook who have a social worker and/or a youth offending team worker, if there are any unauthorised absences, suspensions, or a potential of a permanent exclusion we will inform CSC and any other professionals, as appropriate.

14. Critical Incidents

In the event of a critical incident, we will act immediately, including contacting CSC and responding in line with our Local Authority Critical Incident Process and the Child Death Review Process outlined in Working Together to Safeguard Children guidance. We will also refer to





<https://winstonswish.org/supporting-you/> and <https://uktraumacouncil.org/> for further support and information.

15. Risk Assessment

Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

Day to day responsibility to carry out risk assessments under this policy will be delegated to the appropriate member of staff, usually the Headteacher and DSL, Mrs Rachel Burbridge, who has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed.

The format of risk assessment may vary and may be included as part of Storybrook's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the school's approach to promoting pupil welfare will be systematic, in the best interest of the child, and will be regularly reviewed.

Children in our setting may require:

- behaviour risk assessments
- emotional regulation plans

The school will also implement robust crisis response protocols where incidents require escalation.

16. Supporting Disclosures:

At Storybrook, we ensure pupils are listened to and their views inform safeguarding decisions. Training is provided to staff to support them when responding to a safeguarding concern.

Storybrook staff understand they are unable to promise full confidentiality and will explain to our pupils the reasons they will need to pass on information.

Staff at all times, will listen carefully and will not make a decision as to whether abuse, neglect, exploitation or any other safeguarding incident has taken place but will ensure they are supportive and reassuring to the child/ren.

In an SEMH setting, it is essential that staff support disclosures with a trauma-informed, relational approach. Staff should be aware that:

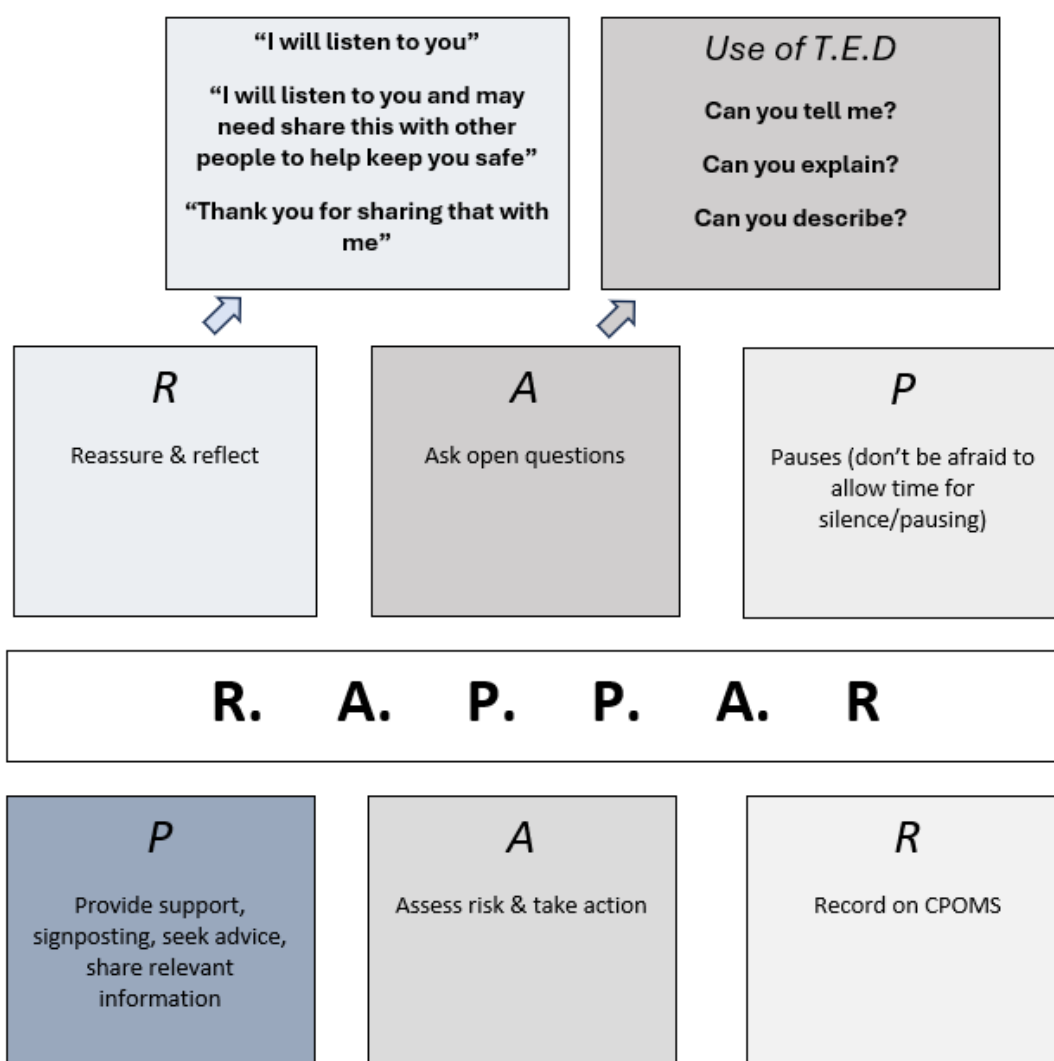
- pupils may disclose in fragments - this must be listened to and monitored, alongside factual recording of the information
- pupils may retract disclosures





- pupils may struggle with language and communication and therefore other means must be used to support i.e. PECS, comic strip conversations etc
- behaviour may be communication of harm
- punitive responses to distress signals are not acceptable; children must feel supported through relational interactions
- regulation must be prioritised before questioning
- inconsistencies should not be challenged in a authoritative or judgmental manner, and should instead be explored in a supportive way, when the pupil is regulated and able

An overview of the general principles is set out below:



17. Communication with Parents/Carers

When working with parents/carers, our approach will be in line with the four principles set out in Chapter one of the statutory guidance: Working Together to Safeguard Children 2025. In





summary our priorities are:

- **Child-Centred Approach:** The child's needs must always come first. Parents and carers should be involved in safeguarding processes, but the primary focus is on the safety and wellbeing of the child.
- **Partnership and Collaboration:** We will work in partnership with parents and carers, valuing their input and aiming for open, honest, and respectful communication, while also recognising the limits of confidentiality when a child is at risk.
- **Transparency and Honesty:** We will be clear and open with families about concerns, the reasons for involvement, and what will happen next, unless doing so would place the child at greater risk.
- **Respect for Diversity:** We will treat parents and carers with respect, taking into account their culture, background, and individual circumstances, without making assumptions or being discriminatory.

In addition to the above we will:

- ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection
- where appropriate, communication with parents/carers prior to involvement of another agency will take place 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 CSC
- 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
- take into consideration when working with parents/carers the DfE guidance [Understanding and dealing with issues relating to parental responsibility - GOV.UK](#)

18. Safeguarding Interventions Including Early Help

Storybrook understand that we will be required to complete statutory referrals and in addition and as part of our role within a multi-agency response, we may need to be the lead professional in some safeguarding cases. We will collaborate with key partners and support may have to come directly from the school to support the welfare of pupils in our care.

The support we offer internally includes (but is not limited to):

- ELSA
- Regular emotional check-ins





- Therapeutic support (i.e. canine therapy; play therapy)
- Explicit teaching around trusted adults, ensuring each child knows who to go to
- Consistent and predictable routines
- Use of Zones of Regulation (individual, small group, whole school)
- Nurture sessions
- Repair and restore conversations relating to incidents
- Co-regulation support
- Regular access to calm and safe spaces
- Individual risk assessments, behaviour support plans or positive handling plans
- Curriculum focus on online safety, consent, healthy relationships, RSE, self-awareness, regulation etc.

All staff have regular training and support from the DSL to identify which pupils who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Early Help may be an appropriate in-school intervention, or an external process run via the Local Authority. Information on this service can be found here:

<https://bracknellforest.fsd.org.uk/kb5/bracknell/directory/service.page?id=A4J3fsFMXBo&familychannel=0>

19. Record Keeping

Storybrook will keep accurate, written safeguarding records on our digital platform, CPOMS, (noting the date, location, details of the concern/incident), details of how the concern was followed up and resolved, actions taken, the decision reached, the rationale for decision making, and the outcome.

Discussions with colleagues and external stakeholders will be recorded.

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 summary of the current and historic safeguarding concern(s) as well as a full chronology.

These records include details of all referrals and involvement including as a minimum, from CSC, the Youth Justice Team, and Early Help (regardless of the outcome of these referrals).

When recording incidents or actions on CPOMS, staff should ensure that records are:





- Professional (consider spelling and grammar, avoiding jargon, initials and abbreviations)
- Objective (be descriptive, use body maps and avoid subjective words (e.g., “inappropriate”))
- Accurate (avoid vague or ambiguous statements, distinguish between fact and opinion and use the child’s own words)
- Child Centred (capture the perspectives, wishes and feelings of the child, wherever possible)
- Timely (concerns should be logged at the earliest opportunity and within 24 hours)
- Succinct (details should be comprehensive, but concise)
- Evidenced (upload relevant evidence to the incident, such as statements, if applicable)
- Evidence of indecent images or videos of children must not be uploaded to CPOMS.
- Action focused (include any action already taken)

CPOMS records are reviewed regularly, and as a minimum a Termly deep dive takes place reviewing the quality of record keeping, identifying strengths and areas for development.

20. Confidentiality and Information Sharing

Trusted relationships are at the heart of working with children and their families at Storybrook. We strive to uphold good practice and work in partnership with children and families, communicating effectively and listening well so that we have sufficient information to understand and be able to meet their needs.

An open culture is imperative when deciding whether to share information and it is important to get the lawful basis right. The legal framework can appear complex, and a lack of clarity can lead practitioners to assume, incorrectly, that no information can be shared because consent has not been provided. Our school understands the lawful basis in which our DSLs can share information with other people, agencies and organisations about the children and families we are supporting.

In line with our principles of working with families outlined above, we strive to be transparent, open and clear when we need to discuss any information or concerns that worry us about a child’s wellbeing. If we feel that we need to share information, we will explain how information will be shared or used so that families can make an informed choice about whether to consent.

If we feel that we need to share information with services due to concerns about a child’s safety or welfare to provide the family with specific support, we will be upfront, transparent and honest about our concerns and the ways in which such services could help the family. Storybrook staff will endeavour to support and encourage the family to consent and engage with such support. We believe that this collaborative approach will support children to have the confidence to speak up and share their views as well as encouraging parents and carers of children at our school to have a willingness to engage with services that provide support.





We recognise that the Data Protection Act (DPA) 2018 and UK GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe and that timely information sharing is essential to effective safeguarding. The School has published on its website privacy notices which explain how the School will use personal data. All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

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 \(publishing.service.gov.uk\)](#).

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents/carers do not have an automatic right to see them. If any member of staff receives a request from a pupil or parents/carers to see child protection records, they will refer the request to the Headteacher (DSL).

We will ensure that the information is only shared on a 'need to know' basis, including Domestic Abuse notifications and Operation Encompass. Operation Encompass supports communication between the Police and School regarding where a child has experienced a domestic abuse incident, ensuring that as a school we are able to put in place support for the child, as appropriate.

In situations where our professional or legal duty is exercised to share certain information in the absence of consent, we will inform them as soon as possible if it is safe and appropriate to do so. We will be clear about what we have shared, with whom, the reasons why and how the information will be used.

In any situation where a child or their parent/carer object to consent or particular information sharing and we decide that it is proportionate to do so, a clear rationale, outlining our decisions and the reasons why, will be recorded on the child's file.

In situations where there are allegations of child-on-child abuse, we will notify the parents or carers of all the children involved. If a child or group of children have suffered significant harm or are considered at risk of harm either directly or online we will have a duty to consider making a referral to Children's Social Care and the Police if a crime has been committed.

In addition to sharing information, our DSLs will endeavour to arrange a meeting with the parents and carers of all children to share information about the incident, plan safety strategies and/or risk management plans. Our DSLs will endeavour to keep families up to date and provide reassurance on any measures being taken, whilst respecting the privacy of each individual child involved.

The seven golden rules of information sharing are:

1. Data Protection Laws Are Not a Barrier: Understand that sharing information is essential and





lawful under data protection laws.

2. Be Open and Transparent: Communicate openly about the information sharing process.
3. Seek Advice When Unsure: If in doubt, consult with a knowledgeable person or authority.
4. Share with Consent When Possible: Always aim to obtain consent before sharing information.
5. Balance Safety and Privacy: Consider the safety of individuals while respecting their privacy.
6. Share Information in a Necessary, Proportionate, Relevant, Timely, and Secure Manner: Ensure that the information shared is appropriate for the situation.
7. Document the Sharing Process and Rationale: Keep a record of what information was shared, with whom, and why.

These rules help ensure that information is shared responsibly and ethically.

The following principles apply to Storyybrook's confidentiality agreement:

- Timely information sharing is essential to effective safeguarding.
- The Data Protection Act (DPA) 2018 does not prevent, or limit, the sharing of information for the purposes of keeping children safe
- if staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or 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:
- Even if a victim doesn't consent to sharing information, staff may still lawfully share it if there is another legal basis under the Data Protection Act 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 the following points:

Parents or carers should normally be informed (unless this would put the child 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 Children's Social Care where the child resides.





All relevant child protection records are sent to the receiving school or establishment within 5 days for an in-year transfer or within the first 5 days of the start of a new term when a pupil moves schools. These will be sent securely and separately from the main pupil file, and a confirmation of 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 Early Help (regardless of the outcome of these referrals).

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.

21. Child-on-Child Abuse

At Storybrook, we take a relational, trauma-informed and pupil-centred approach to supporting our pupils. Whilst we recognise that our pupils have high-level SEMH needs, we still believe that any form of child-on-child abuse is unacceptable. We support learning about this through our pastoral curriculum, PSHE curriculum, behaviour policy and our commitment to creating a supportive environment to minimise the risk of child-on-child abuse.

We review each incident on a case-by-case basis, considering the wider context of the pupils involved, and will ensure appropriate actions are taken, including if a risk assessment and/or safety plan is required.

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.

We recognise that some groups are potentially more at 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. Therefore, pupils attending our SEMH setting are at higher risk and are more vulnerable to child-on-child abuse.

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

Staff are aware that even if there are no reports of child-on-child abuse in school, it does not mean it is not happening - staff should maintain an attitude of "it could happen here".

If a concern is raised relating to the nudes/semi nudes, we will respond in accordance with [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#).

22. Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour

Storybrook 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. We are clear that sexual abuse, violence, and harassment is not acceptable, and will never be tolerated and is not an inevitable part of growing up. However, in line with our approach, we will aim to support and educate pupils, should issues arise, considering their needs.

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 follow the procedure on “what to do when you are concerned about a CYP” procedure, but we will ensure in all cases:

- the DSL is informed and will have due regard for Part 5 of KCSIE and the local response of the police and CSC with these matters
- all staff understand and will challenge inappropriate behaviour between pupils
- 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, CSC)
- each child(ren) views will be taken into consideration
- all those involved in such allegations will be treated as being at risk and in need of support, and in some cases a risk assessment and/or safety plan will be developed. Appropriate support (internal and/or external) will be offered to all pupils involved
- harmful Sexual Behaviour (HSB), child-on-child sexual abuse, violence or harassment cases will be consulted with CSC.

23. Online Safety

Storybrook’s approach to online safety is based on addressing the four categories of risk:

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





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

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

Regular online safety training and dissemination of information, including about our online filtering and monitoring systems takes place for staff, pupils, and parents/carers.

If staff have safeguarding concerns linked with online safety and/or filtering and monitoring, they must report these to the DSL promptly.

The school has ensured appropriate filters and monitoring systems are in place and meet the DfE's filtering and monitoring standards (see the Online safety policy) and is mindful that this should not lead to unnecessary restrictions on learning.

We will also complete annual the London Grid for Learning [OS Audit - Online Safety Audit from LGfL | LGfL](#).

24. Use of Mobile Technology

All practices within EYFS are in-line with the EYFS Statutory Framework and our mobile technology policies. Mobile phones and camera devices are not to be used to take digital media within the setting, without the express permission of the Headteacher or a Senior Leader in their absence. - Personal devices should be stored, secured in cupboards/drawers and not out within the setting; In areas where intimate care takes place, no digital devices are permitted at any time.

All staff should use mobile devices and cameras in accordance with the guidance set out in the staff Appropriate Workplace Behaviour Policy.

Parents of all of our pupils may bring mobile devices onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

Our approach to online safety is set out in the School's Online safety policy and Acceptable use policy for pupils.

Storybrook's policy on the use of mobile technology supporting a mobile free environment, including phones and cameras. Our Acceptable use policy for our pupils sets out the expectations from Year 1-Year 6.

25. Safer Recruitment, Allegations Against Staff and Low-Level Concerns

We will operate safer recruitment practices including ensuring appropriate DBS, identity checks





and reference checks for all staff and volunteers and this is appropriately recorded on the Single Central Record.

Storybrook identifies specific staff required to complete safer recruitment training every three years and a refresher course is completed annually. We complete formal Single Central Record reviews half termly to ensure this is compliant, lead by the Headteacher and reviewed by the Proprietor.

Staff connected to the school are under an ongoing duty to inform the Storybrook if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006.

Storybrook has a specific Allegations Against Staff and Low-Level Concerns Policy. These procedures aim to strike a balance between the need to protect students from abuse and the need to protect staff from malicious, unfounded, false or unsubstantiated allegations. The policy and procedures are set out in the Allegations Against Staff and Low-Level Concerns Policies and the guidance in Part 1, 3 and 4 of KCSIE.

When allegations are made, there will be an immediate referral to the LADO before the investigation takes place; this is to consult with them about next steps and concerns.

The Headteacher, Mrs Rachel Burbridge must provide regular updates on low-level concerns and allegations against staff to the governing body and proprietor. They should be appropriately informed, and discussions must take place in the following situations:

- when there is uncertainty about the next steps;
- when concerns are complex and/or multiple concerns have been raised; and
- to share the outcome of any LADO referrals, including cases where the LADO advises that an internal investigation should be carried out.

All staff are aware that they must report any concern or allegation about a member of staff, including supply staff, volunteers, contractors and out-of-school setting providers, or any other adult, including those that may not meet the threshold.

We embed a culture of openness, trust, and transparency in which the school's values and expected behaviour set out in the Appropriate Workplace Behaviour Policy and are lived, monitored, and reinforced constantly by all staff.

Detailed guidance is provided to staff to ensure that all staff are clear on the rules of conduct and the expectations of Storybrook in relation to contact with pupils, parents, colleagues and any other person who comes into contact with the School. This guidance is contained in the Appropriate Workplace Behaviour Policy and includes details of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

Staff may follow the school's Whistleblowing Policy to raise concerns about poor or unsafe





safeguarding practices at the school or potential failures by Storyybrook or its staff to properly fulfil its safeguarding responsibilities. Such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see the front of this policy for the relevant contact details).

26. Site Security

Additional Safer Recruitment procedures are set out in the separate Single Central Record Safer Recruitment Guidance for Visitors & Employees.

When visitors arrive at Storyybrook, they will be asked to show their ID, sign in with their full name, contact details and reasons for visit, and they will be supervised unless they have a full DBS which has been viewed and copied by the school.

Visitors are asked to sign in at the school reception. If visitors have undergone the appropriate checks, they can be provided with unescorted access to the school site and must wear a Storyybrook green visitors lanyard at all times. Visitors who have not undergone the required checks will be escorted at all times and must wear a red lanyard.

The school will follow its employment procedures for dealing with any other safeguarding concern raised about staff, involving external agencies as appropriate.

27. Additional Reporting

What to do if staff have a safeguarding concern about someone else's welfare:

- Staff who have safeguarding concerns about the welfare of others or any other safeguarding issue not expressly covered by this policy, should report them.
- In the absence of an express procedure about reporting, they should report such concerns to their line manager or the DSL in the first instance.

Health and Safety Executive: The school is legally required under RIDDOR to report certain incidents to the Health and Safety Executive. Please see Storyybrook's Health and safety policy for further details about this.

Disclosure and Barring Service (DBS): A referral to the DBS will be made promptly if the criteria are met. See Reach South School Trust DBS Policy.

Teaching Regulation Agency (TRA): Separate consideration will be given as to whether a referral to the TRA should be made where a teacher has been dismissed, or would have been dismissed if they had not resigned..

Insurers:

- The Proprietor will consider whether it is necessary to report a safeguarding incident to the relevant insurers and / or brokers. It may be necessary to report to a number of insurers as there may be concurrent cover under existing and historic policies.





- Care should be taken to ensure this is done before renewal to ensure that the Proprietor complies with their duties under the Insurance Act 2015. If the Proprietor is in any doubt with regard to the correct insurer and / or policy and / or if it is unable to locate the relevant insurer, professional advice should be sought.

Summary for staff action

1. You have a concern about a child

(This may be something you see, hear, or a disclosure from a child)

2. Is the child in immediate danger?

→ YES: Call **999** immediately

→ Then inform the DSL as soon as possible

↓

→ NO: Continue to Step 3

3. Listen and reassure

- Stay calm
- Listen carefully
- Do NOT promise confidentiality
- Do NOT ask leading questions

4. Record the concern IMMEDIATELY

- Use CPOMS (or school system)
- Write factual information only
- Use the child's own words where possible
- Include date, time, and your name

5. Report to the DSL without delay - this must be the same day

- Speak directly to the DSL or DDSL
- Do NOT rely only on the system upload

6. DSL decides next steps

- Early Help
- Monitor
- Referral to Children's Social Care
- Police involvement if required





7. Continue to support the child

- Maintain confidentiality
- Follow DSL instructions
- Record any further concerns

Key reminders

- Safeguarding is everyone's responsibility
- Never delay reporting
- Never investigate yourself
- If the DSL is unavailable → go to a DDSL or Headteacher
- If you feel action is not taken → escalate your concerns

28. Related Policies and Documentation

- Attendance Policy
- Online safety policy (including filtering and monitoring) and Acceptable Use Agreement; Mobile Phone Policy
- SEND and Inclusion Policy
- SEMH Policy
- Behaviour and Relationships Policy
- Supporting Pupils with Medical Needs Policy/ Medical conditions & administration of medicines policy
- Whistleblowing Policy
- Children absent from education policy and procedures
- Complaints Policy
- 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
- Offsite Activities and Educational Visits Policy and risk assessments
- 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 Policy
- Special Educational Needs and Disabilities Policy
- Staff Code of Conduct/behaviour Policy
- Staff Disciplinary Policy and procedures/disciplinary rules





Appendix 1 - Definitions

Abuse, Neglect and Exploitation (extracted from Keeping Children Safe in Education)

Abuse is 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.

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 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 oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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 care-givers); 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 Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE): Forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

All staff are aware that CCE and CSE are forms of child abuse.





Appendix 2 - Additional Safeguarding Issues

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

- 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
- Formal complaint policy
- Children with family members in prison
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage Gangs and Youth Violence
- Teenage relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Gang Activity
- Gender based violence/violence against women and girls (VAWG)
- Hate crime
- Mental health
- Homelessness
- Health and well-being
- 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
- Poor parenting, particularly in relation to babies and young children
- Serious violence
- Cyber crime





Appendix 3 - Risk Assessment and Safety Plan Core Principles

This checklist is to be used to ensure a consistent approach when developing safeguarding documentation for example, risk assessments, safety plans and positive handling plans.

Checklist	Completed
Initiation & Purpose	
A risk assessment or safety plan (and other relevant documents such as positive handling plan) has been initiated in response to an identified safeguarding concern, behaviour, or known risk.	
The purpose of the document is clearly stated (e.g., immediate safety planning, ongoing risk management, environmental risk reduction)	
Completion of Documentation	
The full risk assessment/safety plan template has been completed with no sections left blank	
Each identified risk has a corresponding set of protective actions and control measures.	
Risks are clearly rated (low/medium/high or RAG) using the school's chosen methodology.	
Language is clear, factual, and accessible for staff, parents/carers, and, where appropriate, the child/young person.	
Child and Parent/Carer Voice	
Child/young person's voice has been captured in a manner appropriate to their age, communication needs, and understanding.	
Parent/carers and child voice captured and gathered at (if appropriate and safe): Initial development stage Each review cycle (minimum half-termly)	
If parent/carers and/or child involvement presents risk, a rationale is recorded and alternative engagement routes considered.	
Multi-Agency Involvement	





Relevant agency information has been considered (e.g. social care, police, health, youth offending teams, SEND services).	
Where appropriate, agency input and sign-off/confirmation is documented (e.g. incidents involving sexual violence require police or social care oversight).	
Any updates/changes to the risk assessment have been communicated to relevant agencies.	
Roles, Responsibilities & Supervision	
For each identified risk, a named member of staff is assigned responsibility for monitoring and responding to that specific risk area.	
The staff member responsible for overseeing the risk assessment is clearly identified.	
Supervision arrangements are clearly described (e.g. 1:1 supervision, movement between lessons, breaktime monitoring, arrival/departure procedures).	
Control Measures & Safety Planning	
Control measures are proportionate, specific, realistic, and actionable.	
Environmental considerations are included (e.g., room changes, seating, travel routes, supervision points).	
Strategies consider emotional regulation, relational support, and SEND needs where relevant.	
Impact and effectiveness of control measures are regularly monitored and recorded.	
Communication & Sharing	
The document and/or key aspects are shared clearly with the relevant members of staff, including temporary/supply staff where appropriate.	
Shared with parents/carers and signed (where appropriate).	
Child/young person signature (if appropriate).	
Clear instructions have been shared with staff regarding: When to escalate	





Whom to notify	
How to record emerging concerns	
Review Cycle & Monitoring	
Review date set (minimum half-termly).	
Interim reviews are undertaken promptly if:	
New concerns emerge	
The risk level increases	
Multi-agency guidance changes	
Updated documents are shared with relevant staff and agencies and uploaded securely i.e. Arbor or CPOMS.	
Parent/carer and child voice revisited at each review (where appropriate).	
Control measures and supervision arrangements are evaluated for effectiveness and adjusted accordingly.	
Leadership Oversight & Sign-Off	
Staff member leading the risk assessment development sign-off included.	
Headteacher sign-off throughout i.e. initial plan and subsequent reviews.	





Appendix 4 - Links to Further Guidance

[Generative artificial intelligence \(AI\) in education - GOV.UK](#) [Alternative provision - GOV.UK](#)

[Behaviour in schools guidance \(publishing.service.gov.uk\)](#)

Berkshire Child Protection Procedures <http://berks.proceduresonline.com/>

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 Safeguarding Board Procedures [Welcome to the Bracknell Forest Multi-Agency Safeguarding Children Procedures \(proceduresonline.com\)](#)

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 - GOV.UK (www.gov.uk)

DfE harmful online challenges and hoaxes [Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](#)

DfE Keeping Children Safe in Education (September 2025) [Keeping children safe in education 2025 \(publishing.service.gov.uk\)](#)

[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 [Statutory framework for the early years foundation stage for group and school providers \(publishing.service.gov.uk\)](#)

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 \(publishing.service.gov.uk\)](#)

Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK (www.gov.uk)





[Keeping children safe: code of practice \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Mental Wellbeing Young People - Public Health Portal - Bracknell Forest Council | \(bracknell-forest.gov.uk\)](https://bracknell-forest.gov.uk)

Multi Agency Statutory Guidance on Female Genital Mutilation (July 2020) - [Multi-agency statutory guidance on female genital mutilation - GOV.UK \(www.gov.uk\)](https://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 \(www.gov.uk\)](https://www.gov.uk)

[Promoting the education of looked-after children and previously looked-after children \(publishing.service.gov.uk\)](https://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 \(www.gov.uk\)](https://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 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Teaching online safety in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Plan technology for your school - GOV.UK](https://www.gov.uk)

What to do if you're worried a child is being abused (Advice for Practitioners, March 2015) - [Stat guidance template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Working together to safeguard children 2025: statutory guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
[Working together to improve school attendance - GOV.UK](https://www.gov.uk)





Appendix 5 - Governance Structure and Roles

Governance structure and roles

Proprietor

The Proprietor provides strategic oversight and accountability for safeguarding and will:

- hold the Headteacher (DSL) to account for safeguarding effectiveness
- review safeguarding reports and challenge practice where necessary
- ensure safeguarding systems are robust, compliant and effective
- commission external review where appropriate
- ensure that safeguarding remains a standing priority

Governing Body

The Governing Body provides strategic monitoring and challenge and will:

- ensure statutory safeguarding duties are met
- review and approve safeguarding policies annually
- receive regular safeguarding reports from the DSL
- monitor safeguarding trends, risks and actions
- ensure staff training and safer recruitment compliance
- provide appropriate challenge and support to leaders

Safeguarding Governor

The nominated Safeguarding Governor, Mrs Debbie Smith, takes a lead role in oversight and will:

- meet termly with the DSL
- review safeguarding records, systems and processes (appropriately anonymised)
- monitor training, single central record (SCR) and safeguarding compliance
- undertake safeguarding visits and speak with staff and pupils
- report findings to the Governing Body

The Safeguarding Governor will provide written reports following visits.

Headteacher/ Designated Safeguarding Lead (DSL)

The DSL has operational responsibility for safeguarding and will:

- lead safeguarding practice across the school
- ensure timely and appropriate responses to concerns
- maintain accurate safeguarding records
- provide regular safeguarding reports to governors and proprietor
- identify trends and areas for development
- ensure staff training and awareness

