

Reading Early Years Schools Federation



Child Protection and Safeguarding Policy, Procedures and Guidance

Approved by FGB:

Chair of Governors: Julia Cottee

Executive Head teacher: Joanne Budge

Date: October 2025

Next Review: Nov 2026

| | Blagdon Nursery School | Caversham Nursery School | New Bridge Nursery School |
|---|---|--|---|
| Designated Safeguarding Lead (DSL) | Charlotte Jennings | Jean Read | Jean Read |
| Designated Safeguarding Deputy (DSD) | Sam Clifford Kate Wiggins Hayley Freeman Claire Bambrick | Joanne Budge Claire Taylor Shauni Clifford | Saliha Akram Joanne Budge Stacia Beeney |
| Governor with responsibility for Safeguarding | Rebecca Dunn | | |

Parents or staff with a concern should discuss with a Designated Safeguarding Lead or Deputy, or call the **Children’s Single Point of Access on 01344 351 999**, or in an emergency, **call 999**.

In an emergency contact **Brighter Futures for Children’s Single Point of Access** on 0118 937 3641 (office hours only) or 01344 786543 (Out of Hours Emergency Duty Team)

The **Children’s Single Point of Access** is Reading’s arrangement for anyone to raise concerns about a child (pre-birth to 18 years old or up to 25 years for young people with special needs) this includes **safeguarding** and **child protection**. Having a Single Point of Access enables professionals to make timely, informed, evidence-based decisions to ensure a child’s safety. The line is open to all practitioners and the general public.

The Berkshire West Safeguarding Children partnership / Pan Berkshire Safeguarding Children Procedures Manual can be found by following this link:
<https://berks.trixonline.co.uk/>

To be reviewed annually in September or when new legislation is published.

Contents

| | |
|---|----|
| 1. Principles | 4 |
| 2. REYS Aims and Ethos | 4 |
| 3. Responsibilities..... | 5 |
| 4. Conduct of staff..... | 9 |
| 5. Allegations against a member of staff | 9 |
| 6. Induction and Training | 10 |
| 7. Safeguarding – The broader context | 10 |
| 8. Safer Recruitment..... | 10 |
| 9. Records and Information Sharing..... | 11 |
| 10. Categories of abuse | 12 |
| 11. Female genital mutilation (FGM)..... | 12 |
| 12. Honour based violence..... | 13 |
| 13. Preventing Radicalisation | 13 |
| 14. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) | 14 |
| 15. Child on child abuse | 14 |
| 16. Children’s Mental Health and wellbeing..... | 15 |
| 17. Upskirting | 15 |
| 18. Children missing/absent in education | 15 |
| 19. Private fostering arrangements..... | 15 |
| 20. Alternative provision..... | 15 |
| 21. Children with SEND | 16 |
| 22. Restrictive Physical Intervention | 16 |
| 23. Photographing children..... | 17 |
| 24. ICT policy and on-line safety | 17 |
| 25. Mobile phones | 18 |
| 26. Confidentiality | 18 |
| 27. Monitoring and Evaluation..... | 18 |
| 28. Dissemination..... | 18 |
| 29. Success Criteria..... | 19 |
| 30. Useful links | 20 |
| Appendix 1 - Child Protection Reporting Procedures | 21 |
| Appendix 2 – Reading Children’s Single Point of Access Arrangements | 22 |
| Appendix 3– Safeguarding Children | 23 |
| Appendix 4 – FGM Guidance | 27 |
| Appendix 5 – RSCB Radicalisation and Extremism Indicator Tool..... | 28 |
| Additional Guidance - Prevent | 30 |
| Glossary..... | 32 |

1. Principles

REYS (Reading Early Years Schools) Federation fully recognises its responsibilities for Safeguarding and Child Protection.

Our Nurseries recognise their legal and moral duty to promote the well-being of children, protect them from harm, and respond to child abuse. We recognise that abuse and neglect are likely to have a significant, detrimental impact upon a child's learning, social and emotional wellbeing, behaviour and attendance.

The Nurseries also recognise that it is essential that staff are able to identify children who may be vulnerable to radicalisation (appendix 5) and know that they must refer these concerns following the same procedures as with any other Safeguarding concerns. The Nurseries promote Fundamental British Values enabling the children to learn about values of democracy, rule of law, individual liberty and mutual respect and tolerance. This is implemented in accordance with the Early Years Foundation Stage (EYFS), personal, social and emotional development and understanding of the world.

We believe that every child, regardless of age, has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged as enshrined in the UN Convention of the Rights of the Child.

Safeguarding is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, inside or outside of the home, including online
- preventing impairment of children's health and development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Child protection procedures are one part of the Nurseries' Safeguarding measures.

Everyone at our Nurseries has a responsibility to ensure that our children are safe, this includes staff, governors, parents, students and volunteers. In most cases this will mean the referral of concerns to the Designated Safeguarding lead (DSL) or the Designated Safeguarding Deputy (DSD). The needs and safety of the child must be at the centre of any decision they may need to take regarding protecting and ensuring a child's welfare.

2. REYS Aims and Ethos

- Provide an environment where children feel secure, are encouraged to talk, and communicate in other ways e.g. pointing, gesturing, Makaton etc. Ensure they are listened to.
- To meet the needs of all children including those with medical or special educational needs.
- To ensure that we practice safe recruitment and check the suitability of staff and volunteers to work with children.
- To ensure that all staff understand their individual responsibilities in identifying and reporting possible concerns.
- To provide a systematic means of monitoring, recording and reporting concerns and cases in line with the Berkshire West Safeguarding Children Partnership (BWSCP).

- To provide guidance on recognising and reporting suspected child abuse.
- Support children in accordance with his/her agreed child protection plan.
- Maintain a safe environment where children can learn and develop.
- Promote Fundamental British Values across the Nurseries enabling children to challenge views and debate issues.
- To keep children safe from the risks of radicalisation by staff being aware of the Prevent duty of care and how to recognise and report concerns.
- All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

3. Responsibilities

1. Designated Safeguarding Lead (DSL)

All incidents should be reported to the in the first instance.

2. Designated Safeguarding Deputies (DSD) have been appointed in each Nursery to ensure that there is always someone available to make a report to.

Reports should be made to a DSD if the DSL is unavailable.

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| Governor with responsibility for Safeguarding | Rebecca Dunn | | |

In an emergency contact **Reading Borough Council Children's Single Point of Access** on 0118 937 3641 (office hours only) or 01344 351 999 (Out of Hours Emergency Duty Team)

The Executive Head teacher is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL);

- Identifying an alternate member of staff to act as the Designated Safeguarding Deputy (DSD) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaising with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff.

The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Leads (DSLs) will carry out their role in accordance with the responsibilities outlined in “Keeping Children Safe in Education” Sept 2025. The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child’s safety or welfare will be recorded in writing, recorded on CPOMS (School Safeguarding software) and the DSL alerted. All staff but especially the DSLs should consider whether children are at risk of abuse or exploitation in situations outside their families.

The DSL and any deputies will represent our nurseries at child protection conferences and core group meetings. Though appropriate training, knowledge and experience our DSL will liaise with the Local Authority, Chief Officers of police and clinical commissioning groups and work with other agencies in line with Working Together to Safeguard Children. The safeguarding partners will decide to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. NSPCC – when to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do. DSLs will make referrals of suspected abuse to Children’s Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely on CPOMS.

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction.

The designated people will:

- Ensure that proper procedures and policies are in place and are followed with regard to child safeguarding issues.
- Be the first person to whom members of staff report concerns.
- Refer cases of suspected abuse or allegations to Reading Borough Council’s Children’s Single Point of Access, according to the procedures established by the Berkshire/Reading Local Safeguarding Children Boards.
- Act as a source of advice, support and expertise within the Nursery.
- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, follow this up and investigate further.
- Ensure each member of staff, volunteers and regular visitors are aware of and can access readily, this policy, and know who the designated people are and what their role is.

- Liaise with the Executive Head teacher to inform them of any issues and ongoing investigations.
- Develop effective, co-operative links with other agencies and attend case conferences.
- Ensure that this policy is updated and reviewed annually and work with the designated governor for child protection regarding this.
- Keep detailed accurate written records of referrals and concerns which are not referred, and ensure that these are recorded on CPOMS.
- Audit records relating to child protection to ensure that: procedures are being followed; actions carried out and records are sufficiently detailed and fit for purpose.
- Ensure parents are aware of this policy in order to alert them to the fact that the Nursery may need to make referrals.
- When children leave the Nursery, ensure any child protection file is transferred to their new placement as soon as possible, separately from the main file. These are to be addressed to the designated person for child protection, secure transit should be ensured and confirmation of receipt should be obtained. Wherever possible, these records will be transferred via CPOMS.
- Notify a child's social worker if there is an unexplained absence, behavioural problems or other concerns about a child who has a child protection or Child in Need plan.
- Where a child leaves and a new placement is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.
- Ensure safe recruitment practices are always followed.
- Develop and follow procedures where an allegation is made against a member of staff.
- Ensure all staff and volunteers receive Universal Safeguarding training within one month of joining the Federation and receive other appropriate training as required.
- Attend Designated Officer training every two years and other appropriate specialist and targeted training at least annually.
- Ensure that staff understand British Fundamental Values and those they are promoted across the Federation.
- Support staff that have concerns about children/families/staff showing signs of radicalisation and can refer to the Prevent duty of care and the Channel programme.

Designated Governor

The Designated Governor for Safeguarding is: Rebecca Dunn

The governing board will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The governors will ensure that the designated members of staff for child protection are given sufficient time to carry out their duties, including accessing training.

The governors will audit and review safeguarding practices in the Nurseries on a regular basis, and no less than annually, to ensure that:

- Each Nursery is carrying out its duties to safeguard the welfare of children at the Nursery.
- Members of staff and volunteers are aware of current practices in this matter that staff receive training where appropriate and that everyone is confident to carry out the Nurseries' procedures.

- Ensure Child Protection is integrated within the induction procedures for all new members of staff and volunteers.
- Each Nursery follows the procedures agreed by BWSCP and any supplementary guidance issued by the Local Authority.
- Only persons suitable to work with children shall be employed by the Federation or work in the Nurseries in a voluntary capacity.
- Where safeguarding concerns about a member of staff are substantiated, appropriate disciplinary action is taken.

The Designated Governor for Safeguarding will attend Universal Safeguarding and Prevent training every three years, and undertake regular CPD.

Staff

All staff are responsible for reporting any concerns about a child's well-being or safety to the DSL or a DSD in the DSL's absence. They are also responsible for reporting any concerns they may become aware of about the well-being or safety of members of the child's immediate family, e.g. because a child tells them something or because of something they observe immediately or at the first appropriate opportunity. All staff will use CPOMS to alert DSL to a safeguarding concern.

Should anyone else disclose information about a child or his/her family to a member of staff that person should be made aware of the procedures for reporting concerns to Reading Borough Council CSPoA.

Members of staff are not responsible for investigating concerns or suspicions.

All concerns about a child should be reported following the procedures contained in Appendix 1 of this document, using the Safeguarding programme CPOMS. Injuries should be recorded on the body map form within CPOMS.

Volunteers

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children: for this reason, any volunteers in our Nurseries, in whatever capacity, will be given the same checks as paid staff.

Where a parent or other volunteer helps on a one-off or infrequent basis, he/she will only work under the direct supervision of a member of staff, and at no time have unsupervised one to one contact with children. However, if a parent or other volunteer is to be in a Nursery regularly or over a longer period then they will be asked to complete an application form and be fully checked (as a new member of staff would be) to ensure their suitability to work with children.

Students

Whilst students placed with us come from organisations that will have checked their suitability for working with children, we will ensure that we check their identity and that they have a current enhanced DBS certificate. For students younger than 16 years, who will not have DBS, we will provide supervision whilst they are on site. Students coming from schools on work experience placements will at no time be left alone with children.

4. Conduct of staff

Each Nursery has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the potential dangers inherent in:

- Working alone with a child
- Physical interventions
- Cultural and gender stereotyping
- Dealing with sensitive information
- Giving to and receiving gifts from children and parents
- Contacting families through private telephones (including texting), e-mail, or social networking websites
- Disclosing personal details inappropriately
- Meeting children and their families outside Nursery hours or Nursery duties
- Staff relationships with pupils
- Information sharing
- 'Position of Trust' sexual offences Act 2003.

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and BWSCP procedures, we will view this as misconduct, and take appropriate action.

Where any member of staff believes that the Executive Head teacher is failing to act in accordance with this policy, they must bring it to the attention of the Chair of Governors in line with the whistle blowing policy.

5. Allegations against a member of staff

If anyone alleges that any member of staff, volunteer or governor may have:

- Committed an offence against a child
- Placed a child at risk of significant harm
- Behaved in a way that calls into question their suitability to work with children. The allegation will be dealt with in accordance with the BWSCP Procedures.

The Executive Head teacher will deal with such allegations, unless the allegation is against the Executive Head teacher, when the Chair of Governors will co-ordinate the Federation's response. Staff can report any concerns regarding the Leadership Team directly to the LADO if they do not feel comfortable reporting to the Chair of Governors. The Executive Head teacher, or Chair of Governors if appropriate, will report without delay to the Local Authority Designated Officer (LADO). The LADO will decide on the outcome of the allegation:

- Substantiated
- Malicious
- False
- Unsubstantiated
- Unfounded

6. Induction and Training

All new members of staff, students and volunteers will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as how to identify and report abuse, and confidentiality issues.

All staff will be expected to attend Universal Safeguarding training annually in order to enable them to understand and fulfil their responsibilities in respect of safeguarding and child protection effectively. If Universal Safeguarding training is not immediately available, staff must complete Reading Borough Council's online training within 1 month of appointment. NB: Completion of on-line training does not replace the requirement to attend Universal Safeguarding training.

Staff will attend refresher training every three years, and the designated people every two years. All staff will complete online Prevent training via the Channel programme to enable them to be able to identify children who may be vulnerable to radicalisation and know what to do when they are identified within 1 month of starting work.

7. Safeguarding – The broader context

We recognise that safeguarding is everything we do to keep children safe from harm whilst they are in our care. This policy must therefore be seen in the context of the other relevant policies the Federation has:

- Behaviour policy
- Special Educational Needs & Disabilities
- Whistleblowing
- Confidentiality
- Health and Safety

8. Safer Recruitment

In order to ensure that children are protected whilst at our Nurseries: we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised. We will ensure that at least one member of every interview panel has successfully completed Safer Recruitment training.

We accept that it is our responsibility to follow the guidance set out in "Keeping Children Safe in Education – September 2025" in particular:

We will inform shortlisted candidates that online searches may be done as part of pre-recruitment checks.

Before appointing someone, obtain two written references. This should be followed up by a telephone call to verify the reference. We would also seek to conduct an online social media check for candidates ahead of interview to identify anything we may need to explore at interview.

We ensure that all adults with access to children have an enhanced Disclosure and Barring Service check prior to final confirmation of appointment. We will risk assess new employees prior to receipt of their enhanced DBS check and ensure that they are never left alone with children.

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the Federation:

- Identity checks to establish that applicants are who they claim to be
- Academic qualifications, to ensure that qualifications are genuine
- Verify the candidate's mental and physical fitness.
- Previous employment history will be examined and any gaps accounted for.
- Verify the person's right to work in the UK e.g. through birth certificate, passport, driving license.
- New staff will be put on the Single Central Record after completing initial paperwork this will be marked as pending until DBS certificate is obtained.

Any agency staff or casual workers will have a DBS in place or have a robust risk assessment in place before being able to take up paid work within the nursery.

9. Records and Information Sharing

If staff are concerned about the welfare or safety of any child at our Nursery, they will record their concern on the CPOMS database and speak to a DSL. Any concerns should be passed to the DSL without delay, this includes any concerns about extremism or radicalisation as part of Prevent.

Any information recorded will be kept on the CPOMS database. All historic records will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within the Federation on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. Any information recorded is stored securely on CPOMS.

When a child leaves a Nursery, the DSL will contact the DSL at the new nursery or school and will ensure that the child protection file is forwarded to the receiving setting via CPOMS as soon as requested by the new setting, (this is usually as soon as the URN number is transferred to the new setting). We aim for records to be transferred to new schools within 5 days of the child starting if possible. For settings which do not use CPOMS we will send the Safeguarding records via recorded special delivery. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving setting and/or evidence of recorded delivery. A copy of these records will remain on the CPOMS archive.

Our governing body will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (UKGDPR).

This includes:

- Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.

The Data Protection Act 2018 and UKGDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. The DfE Data Protection guidance for schools (2024b) should be consulted to ensure that all staff comply with data protection law, develop data policies, understand what staff and pupil data to keep and prevent personal data breaches.

10. Categories of Abuse, Neglect and Exploitation

Abuse, neglect and exploitation are forms of treating a child or young person in a way that harms them and this could be deliberate or not. Somebody might abuse or neglect a child by causing them harm, or by not doing something to stop the child being harmed; harm can include children witnessing the ill-treatment of others and this is particularly relevant when children see, hear or experience domestic abuse and its effects.

Physical abuse – may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. This could also include a child being physically hurt due to either trying to protect someone being physically hurt or getting hurt when someone is being physically aggressive in their presence.

Emotional abuse – affects the child’s emotional development and may involve the child believing that they are worthless or unloved, not good enough, or valued only because they meet the needs of others. It may include not giving the child or young person the chances to say what they think, deliberately keeping them quiet or ‘making fun’ of them. It may include expecting children to do things that they aren’t able to do or being overprotective and limiting children exploring and learning. It may involve seeing, hearing or experiencing someone else being hurt, may involve serious bullying, including “cyber” bullying i.e. through the internet and via social networking sites, such as Facebook, which makes children feel frightened suicidal or in danger. Some emotional abuse is involved in all types of abuse though 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 or young person is aware of what is happening. The activities may involve body contact, including inserting things, for example, rape or oral sex or doing things such as masturbation, kissing, rubbing and touching outside the clothing. It may also include involving children in looking at, or making sexual pictures, watching sexual activities, sexting, encouraging children to behave in sexual ways that are not appropriate or preparing a child or young person for such abuse.

Neglect – ongoing failure to meet a child or young person’s physical or psychological need, which is likely to seriously affect the child’s health or development. Neglect may occur in pregnancy if a mother misuses drugs or alcohol. Once a child is born, neglect may include a parent or carer not giving enough food, clothing or shelter; not protecting the child from harm or danger; not making sure there is proper supervision; not making sure that there is proper medical care or treatment or not being responsive to a child or young person’s emotional needs.

11. Female genital mutilation (FGM)

All staff must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM (see appendix 4 for additional guidance). If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they must share this information with social care or the police.

There are a range of potential indicators that a child may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present this could signal a risk to the child.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the child may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject.

If a member of staff has a concern, they should activate local safeguarding procedures.

As of October 2015, Section 75 of the Serious Crime Act places a statutory duty upon teachers to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under 18. Teachers failing to report such cases could face legal disciplinary action.

Staff will not examine pupils, and so it is rare that they will see any visual evidence, but they must report to the police where an act of FGM appears to have been carried out. Staff must also discuss any such case with the designated safeguarding lead and involve children's social care as appropriate.

12. Honour based violence

The Federation recognises that abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. The Federation will always liaise with the appropriate safeguarding authorities at Reading Children's Services where concerns of this nature are raised.

13. Preventing Radicalisation

Protecting children from the risk of radicalisation is part of the Federation's wider safeguarding duties.

The REYS Federation will actively assess the risk of children being drawn into extremism.

Staff will be alert to changes in children's or parent's behaviour which could indicate that they may need help or protection.

Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately - which may include making a referral to the Channel Panel. The Nursery will work with the BWSCP as appropriate.

All staff will undertake Prevent awareness training to be able to protect children against the risk of radicalisation. The Designated Safeguarding Lead will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

An assessment determining the risks of radicalisation will be completed annually and published on the federation website

REYS Federation will:

- Provide a safe environment for discussing controversial issues in an age-appropriate way
- Promote fundamental British values, alongside pupils – Personal, Social and Emotional development.
- Allow pupils time to explore sensitive and controversial issues.

- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Teach pupils about how democracy occurs within the realms of their understanding.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK within the realms of their understanding

14. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. It involves exploitative situations, contexts and relationships where a child may receive something, such as food, gifts or in some cases simply affection, as a result of engaging in sexual activities.

CSE and CCE can take many forms but the perpetrator will always hold some kind of power over the victim. Whilst CSE and CCE may be unusual in such young children it is important that staff are aware of the dangers and vigilant when dealing with young children and their families.

15. Child on child abuse

We understand that at times children can abuse other children. Keeping Children Safe in Education 2025 states

“This is most likely to include, but may not be limited to:

- *bullying (including cyberbullying, prejudice-based and discriminatory bullying);*
- *abuse in intimate personal relationships between peers;*
- *physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);*
- *sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);*
- *sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;*
- *causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;*
- *consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);*
- *upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and*
- *initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).*

Whilst we would not expect to see many of these behaviours with such young children, the staff are aware of the possibilities. Any unwanted behaviours by the children are dealt with according to our Behaviour Policy. Children showing repeated unwanted or abusive behaviours would be placed on a behaviour plan agreed between staff and parents. If behaviours continued, we would seek support from external agencies which could include the Local Authority behaviour support team or the Local Authority Safeguarding team.

16. Children’s Mental Health and wellbeing

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If any staff member identifies any behaviours in a child that suggests that they may be experiencing a mental health problem or at risk of developing one they should speak to the DSL or DSD.

17. Upskirting

All staff should have been made aware that “upskirting” is now a criminal offence. A definition has been included which describes upskirting as, “taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm” (DfE, 2019a). Whilst we realise that this is highly unlikely in our Nurseries, staff should still be vigilant to the possibility.

18. Children missing/absent in education

Whilst attendance at Nursery School is non-statutory, we still monitor and track attendance. If a child is absent and we have not heard from a parent/carer within the first two hours of a child’s session; we will check with the main office for messages and then we will call main carers.

If it is a vulnerable family a designated officer needs to be informed as soon as possible. If there is no answer, we will leave a voicemail asking them to call us back. If we have had no response within the next hour we will call again and send a text or email. If there is still no response; notify a designated officer. Designated officers will respond appropriately for individual families and make any necessary follow ups with other agencies. Every Nursery will keep at least three emergency contact numbers for each child, where it is reasonably possible.

BFFC in line with KCSIE 2025 we have updated our training to highlight awareness that being absent, as well as missing, from education can be a warning sign of range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation. Staff have been updated on the terminology changing from being aware of children who are ‘deliberately missing education’ to ‘unexplainable and/or persistent absences from education.’

19. Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child’s parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children’s Services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this with the DSL and the Nursery will notify the Local Authority of the circumstances.

20. Alternative Provision

Whilst sometimes working in partnership with external providers, the federation does not use Alternative Provision. All children receive their Early Years education onsite at one of our nurseries.

21. Children with SEND or Health Needs

We recognise that children with special educational needs and disabilities (SEND) may be more vulnerable to harm and require additional measures to ensure their safety and wellbeing. We will use the SEND code of Practice, Supporting Pupils with medical conditions and SENDIASS for information and guidance. Our nursery is committed to providing an inclusive, safe, and nurturing environment for every child.

To achieve this, we will:

- Where needed, carry out tailored risk assessments for children with SEND to identify and minimise any potential risks in the nursery environment.
- Ensure the DSL and Inclusion Manager work closely together to safeguard children and meet their specific needs.
- Provide regular staff training on safeguarding children with SEND, including recognising signs of abuse or neglect and understanding how disabilities may impact communication or behaviour
- Offer appropriate supervision levels based on individual needs to keep children safe during all nursery activities.
- Work closely with parents, carers, and external professionals to share safeguarding concerns and support strategies.
- Ensure children with SEND are supported to communicate their views, feelings, and experiences in ways that meet their individual communication needs.
- Guarantee that children with SEND receive the same safeguarding measures and responses as any other child.

22. Restrictive Physical Intervention

A restrictive intervention is defined as the use of physical force to control a child's behaviour. Restrictive physical interventions with a child should only be engaged in if the child is at serious risk of hurting him/herself or someone else. Restrictive physical interventions should involve the minimum amount of force for the minimum amount of time. All incidents of restrictive physical intervention should be reported to the DSL using an incident tab on CPOMS at the earliest appropriate opportunity.

At REYS Federation we believe that it is quite acceptable to appropriately make physical contact with young children, for example to give reassurance to a child who is hurt or distressed. Staff should however be aware that children respond differently to touch and a child's personal boundaries should always be respected.

23. Photographing children

We will not allow others to photograph or film pupils during an activity without the parent's permission. Parents will be asked to sign a consent form for photographing children during their home visit.

We will not allow images of pupils to be used on Federation websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

We understand that parents like to take photos of or video record their children during events at our Nurseries. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes. At Nursery events we remind parents that photographs and video footage taken may not be posted on the internet or sent electronically. However, the Federation cannot be held accountable for photographs or video footage taken by parents or families at Nursery functions.

24. ICT policy and online safety

REYS Federation will ensure that suitable filtering systems are in place to prevent children accessing inappropriate or extremist material. We understand the importance of recognising online safety as part of our duty to safeguard children. This includes misinformation, disinformation (fake news) and conspiracy theories online that could pose a safeguarding risk. Children do not have access to the internet unless it is under staff supervision e.g. researching together. We are aware that children may have seen unsuitable things on the internet at home and we would refer to our usual safeguarding procedures if we become aware children are watching inappropriate content on the internet (or TV) outside of nursery. An annual review of our online safety measure we will completed as part of our annual safeguarding audit.

Filtering and Monitoring. Paragraph 142 of KCSIE 2025 requires schools to:

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet their safeguarding needs
- schools can use the department's 'plan technology for your school service' to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

For REYS Federation, the filtering and monitoring requirement is fulfilled via our subscription to SoftEgg who have placed strict filtering across all our schools. A termly check of filtering arrangements will be completed by the leadership team using the website <https://testfiltering.com/> to ensure our filtering remains robust and fit for purpose.

A robust alert system has been set up to alert the Executive Headteacher and Designated Safeguarding Leads are alerted to any 'inappropriate' searches.

Training is undertaken all staff to ensure staff understand the expectations, roles and responsibilities around filtering and monitoring. This is also incorporated in our Induction Process. These requirements are currently being written into the job descriptions of the Executive Headteacher and the Designated Safeguarding Leads.

25. Mobile phones

Mobile phones cannot be used within the Nurseries. With the exception of using the telephone to take photographs at specific events (see section 25): signs are displayed to remind visitors of this and staff will challenge those seen doing so and will explain that it is for the children's protection.

26. Confidentiality

Each Nursery, and all members of staff, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child, or the child's family, must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child, or person closely connected to the child, may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the Designated Safeguarding Lead. No member of staff, student or volunteer should assure a child or family member that they will be able to give confidentiality to anything they tell them; however, they will inform them of the protections offered by involving other appropriate agencies.

27. Monitoring and Evaluation

Implementation and day to day working of this policy will be monitored by the Designated Safeguarding Lead, who will liaise with the Designated Safeguarding Deputies and governors, and bring to their attention any concerns that the policy or procedures are not being adhered to. The DSL will be responsible for ensuring that the policy is updated in line with changes to statutory guidance of Berkshire/Reading Safeguarding Children Boards Procedures.

The Executive Head teacher will report to the governing body regularly during each (big) term:

- Numbers of concerns that were reported to Reading Borough Council's Children's Single Point of Access.
- Number of children on a Child Protection Plan, Child in Need Plan or Looked after Child.
- Number of staff and volunteers who have received safeguarding training within the last year
- Number of allegations against members of staff and their outcome.
- Number of Racist Incidents.
- Number of Prevent referrals.

28. Dissemination

A copy of this policy will be given to all new members of staff, students and volunteers working for the Federation for a sustained or regular period. A copy is placed in the staff room and on the Federation's websites.

29. Success Criteria

- Staff say that they feel confident that they know what to do, or who to contact, when they have concerns about children or their families.
- Information on Incident Reporting Forms show that they are being completed appropriately and that incidents are being appropriately followed up.
- Staff say that they believe that safeguarding procedures set out in the policy are being consistently followed through the Federation.
- Content of the policy remains up to date with reference to Berkshire/Reading Local Safeguarding Children Boards Procedures and all other legislation.

30. Useful links

BWSC Procedures

<https://berks-reading.trixonline.co.uk/>

Department of Education: The Prevent Duty June 2015

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

Keeping Children Safe in Education September 2025

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to Safeguard Children 2015

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Education and Training (Welfare and Children) Act 2021

<https://www.legislation.gov.uk/ukpga/2021/16/introduction>

Inspecting safeguarding in early years, education and skills settings Ofsted Sept 2022

[Inspecting safeguarding in early years, education and skills - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-settings)

NSPCC

<https://www.nspcc.org.uk/> 0808 800 5000

SEND Code of Practice (0-25 years)

[SEND code of practice: 0 to 25 years - GOV.UK](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25-years)

Brighter Futures for Children – Report Concerns about a Child

<https://brighterfuturesforchildren.org/report-concerns-about-a-child/>

Web filtering and Monitoring

<https://testfiltering.com/>

USEFUL TELEPHONE NUMBERS:

Children’s Action Teams: 0118 937 6545

Brighter Futures for Children CSPoA: 0118 937 3641

Out of Hours Emergency Team: 01344 351 999

Local Authority Designated Officer (LADO): Sarah Rae and Sue Darby

0118 937 2684 LADO@brighterfuturesforchildren.org

Ofsted: 0300 300 1231

Childline: 0800 1111

Appendix 1 - Child Protection Reporting Procedures

If you have any concerns whatsoever about a child's safety or well-being:

1. Complete an incident on CPOMS giving as much information as possible. Do not talk to anyone else about your concern at this point. If for any reason you are unsure if you should complete a form speak to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead IMMEDIATELY.
2. Be sure to complete the incident form as fully as possible. Include the child's full name and date of birth, the date and time and your name.
3. When completing the incident form ensure that the information you give is clear, precise and factual.
4. If the child has marks or injuries that you have noticed during the normal course of your work complete a Body Map, remembering to complete name, date of birth, date, time, and signature.
5. Discuss the contents of your form with the DSL or deputy if you need some additional guidance; know what action will be taken and what, if anything, you need to do next. If you have any support needs as a result of what you have observed or experienced, make these known to the DSL at this point or at any later stage.

Sharing information or the principle of Need to Know

Every case is different and therefore it is impossible to write strict guidance on who needs to be informed about an incident.

The general premise should be that the child's well-being is paramount and this should be the primary consideration when deciding what information should be shared with whom.

The discussion between the person reporting the incident and the DSL or deputy should leave the person who made the report feeling clear about what, if anything, they should share and with whom.

Do not share information with anyone else until you have discussed the situation with the DSL or DSD.



I’m worried about a child

I need some help being a parent

I’d like to refer a family for extra support



Reading
Borough Council
Working better with you



Brighter Futures for Children

Children’s single point of access

Our Children’s Single Point of Access (CSPoA) makes it easy for the public and professionals to tell us about concerns they have about a child or to ask for extra support for a child, young person or family in Reading.

 www.brighterfuturesforchildren.org

 **0118 937 3641 option 1**

You can call CSPoA between **9am-5pm, Monday to Friday**, or complete the online referral form on our website at any time.

For urgent enquiries **out of hours** please call the Emergency Duty Team (EDT) on **01344 351 999**.

Appendix 3 – Safeguarding Children

Child Abuse & specific Safeguarding issues

A child may be subjected to a combination of different kinds of abuse.

It is possible that a child may show no outward signs and be able to hide what is happening from everyone.

Parents from all types of backgrounds may abuse their children.

Sexual Abuse

Sexual abuse is when a child or young person is pressurised, forced or tricked into taking part in any kind of sexual activity with an adult or young person. This can include kissing, touching the young person's genitals or breasts, intercourse or oral sex. Encouraging a child to look at pornographic magazines, videos or sexual acts is also sexual abuse. Child sex abusers can come from any professional, racial or religious background, and can be male or female. They are not always adults – children and young people can also behave in a sexually abusive way. Usually, the abuser is a family member or someone known to the child, such as a family friend. Abusers may act alone or as part of an organised group. They sometimes prefer children of a particular age, sex, physical type or ethnic background. After the abuse, they will put the child under great pressure not to tell anyone about it. They will go to great lengths to get close to children and win their trust. For example, by choosing employment that brings them into contact with children, or by pretending to be children in internet chat rooms run by for children and young people.

The signs of sexual abuse: Children who are being abused may show a number of physical and emotional changes. But remember that these signs do not always mean that a child is being abused – there may be other explanations.

Physical Signs of Abuse:

- Pain, itching, bruising or bleeding in the genital or anal areas
- Genital discharge or urinary tract infections
- Stomach pains or discomfort walking or sitting
- Sexually transmitted infections

Behavioural signs of abuse: These might include a marked change in the child's general behaviour. For example, they may become unusually quiet and withdrawn, or unusually aggressive. Or they may start suffering from what may seem to be physical ailments, but which can't be explained medically.

- The child may have difficulty concentrating
- They may show unexpected fear or distrust of a particular familiar adult
- Sexually explicit behaviour or language, inappropriate for their age
- The child may describe receiving special attention from a particular adult, or refer to a new, "secret" friendship with an adult or young person
- Starting to soil themselves
- Sudden loss of appetite or compulsive eating
- Becoming worried about having clothing removed
- Talking about having a secret
- Suddenly starting to draw sexually explicit pictures, sexualised play with dolls etc.
- Becoming isolated or withdrawn or other personality changes

Physical Abuse

Physical abuse includes hitting, shaking, kicking, punching, scalding, suffocating and other ways of inflicting pain or injury to a child. It also includes giving a child harmful substance, such as drugs, alcohol or poison. If a parent or carer reports non-existent symptoms of illness in a child, or deliberately causes illness in a child, this is also a form of physical abuse. Physical abuse can have long-term effects on a child's health and development. It can cause physical injury, brain damage or disability and may lead to children developing emotional, behavioural or educational problems. For some children, these difficulties can continue in adulthood. For example, people who were physically abused as children may have problems with personal relationships and they may be more likely to treat their own children abusively. The child's age, the frequency of the abuse and how long it has been happening, all influence how much they will be affected by it. But sometimes a severe isolated incident can affect a child as badly as on-going abuse.

The Signs of Physical Abuse:

- Bruising, black eyes and broken bones are obvious signs of physical abuse. Other signs might include;
- Injuries that the child cannot explain or explains unconvincingly
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Bruising which looks like hand or finger marks
- Cigarette burns, human bites, scalds and burns
- Bald patches
- Inappropriate clothing, particularly in hot weather (to cover injuries)

Behavioural Signs: If a child is being physically abused, their behaviour may change in one or more of the following ways:

- Become sad, withdrawn or depressed
- Have trouble sleeping
- Behave aggressively or become disruptive
- Show fear of certain adults
- Have a lack of confidence and low self-esteem
- Fear of physical contact, flinching or shrinking back if touched

Neglect

Neglect is the persistent lack of appropriate care of children, including love, stimulation, safety, nourishment, warmth, education and medical attention. It can have a serious effect on a child's physical, mental and emotional development. For babies and very young children, it can be life-threatening.

The signs of neglect: There are occasions when nearly all parents find it difficult to cope with the many demands of caring for children. But this does not mean that their children are being neglected. Neglect involves ongoing, severe failure to meet a child's needs. Signs of possible neglect include:

- If the child seems underweight and is very small for their age.
- Poorly clothed, with inadequate protection from the weather.
- Frequent absence from the Nursery for no apparent reason.

- Constant hunger and/or compulsive scavenging.
- Untreated medical conditions.
- Poor social relationships.
- Constant tiredness.

Emotional Abuse

Emotional abuse is when a parent or carer behaves in a way that is likely to seriously affect their child's emotional development. It can range from constant rejection and denial of affection, through to continual severe criticism, deliberate humiliation and other ways of verbally "terrorising" a child.

Signs of Emotional Neglect: It can be difficult to identify when a child is being emotionally abused. But the effects are damaging and long lasting. They can lead to serious behavioural, learning, emotional or mental disorders. All of which will affect the child's chances of developing into a healthy, well-adjusted adult.

Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES website and NSPCC website. Schools and Colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- Child missing from education
- Child missing from home or care
- Multiple suspensions or at risk of being permanently excluded
- Has a parent or carer in custody or is affected by parental offending
- Child sexual exploitation (CSE)
- Bullying including cyberbullying
- Domestic violence or domestic abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Preventing radicalisation
- Sexting
- Trafficking

Domestic Violence/Domestic Abuse

Domestic violence or abuse can affect anyone. It usually happens between two people who are in a relationship now or have been in the past. It is usually, but not always, men being abusive to women, and sometimes there are other family members involved. It can also happen in same-sex relationships. Domestic violence/abuse can include physical, sexual and emotional abuse.

Seeing, hearing or experiencing domestic violence/abuse can have a profound effect upon a child and can be as damaging as being directly abused.

The signs of domestic violence/abuse: Children who have witnessed domestic violence/abuse are often:

- Afraid
- Withdrawn
- Angry
- Lacking in confidence
- Suffering from health or sleeping problems
- Struggling at school or nursery
- Ashamed to bring friends home
- Violent or showing other behaviour problems
- Physically hurt or abused.

Appendix 4 – FGM Guidance

The following indicators are taken from government guidelines regarding FGM:

Indicators that may show a heightened risk of FGM include:

- The position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from personal, social and health education (PSHE)

Indicators that may show FGM could take place soon:

- The risk of FGM increases when a female family elder is visiting from a country of origin.
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.

It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include:

- Difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

Appendix 5– RSCB Radicalisation and Extremism Indicator Tool

The indicators below should be considered by the professional to inform what action is required and the immediacy of any action. Depending on the type and number of indicators the following actions may be appropriate:

- No action required
- Common Assessment Framework (CAF)
- Referral to preventreferrals@thamesvalley.pnn.police.uk or dial 101 and ask to speak to the on call special branch sergeant

The safety of children and young people must always be the priority when considering issues of radicalisation and extremism and considering indicators should not delay referral to the appropriate agency. If any professional has a concern that a child or young person is being radicalised they must refer to the Thames Valley Police as set out above without delay. **In instances where there is immediate risk to a child, young person, family member or member of the public professionals must refer to Thames Valley Police by dialing 999 without delay.**

INDICATORS

| Vulnerability | YES | NO |
|---|------------|-----------|
| Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them | | |
| Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging | | |
| Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy | | |
| Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life | | |
| Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups | | |
| Experiences, Behaviours and Influences | YES | NO |
| Has the child/ young person encountered peer, social, family or faith group rejection? | | |
| Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK? | | |
| Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity | | |
| Has there been a significant shift in the child/ young person’s behaviour or outward appearance that suggests a new social/political or religious influence? | | |
| Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices? | | |
| Does the child/ young person vocally support terrorist attacks; either verbally or in their written work? | | |
| Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism? | | |

| Social Factors | YES | NO |
|--|------------|-----------|
| Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion? | | |
| Does the child/ young person experience a lack of meaningful employment appropriate to their skills? | | |
| Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups? | | |
| Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development? | | |
| Does the child/ young person have any learning difficulties/ mental health support needs? | | |
| Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics? | | |
| Does the child/ young person have a history of crime, including episodes in prison? | | |
| Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status? | | |
| Does the child/ young person have insecure, conflicted or absent family relationships? | | |
| Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict? | | |
| Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies? | | |
| Access to extremism / extremist influences | YES | NO |
| Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity) | | |
| Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (E.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc.) | | |
| Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations? | | |
| Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence? | | |
| Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings? | | |
| Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings? | | |
| Travel | YES | NO |
| Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity? | | |
| Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism? | | |
| Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this? | | |
| More critical risk factors could include | YES | NO |
| Being in contact with extremist recruiters | | |
| Articulating support for extremist causes or leaders | | |
| Accessing extremist websites, especially those with a social networking element | | |
| Possessing extremist literature | | |
| Using extremist narratives and a global ideology to explain personal disadvantage | | |
| Justifying the use of violence to solve societal issues | | |
| Joining extremist organisations | | |
| Significant changes to appearance and/or behaviour | | |

Additional Guidance - Prevent

Risk Indicators:

Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

Indicators of a personal crisis:

- Family tensions
- A sense of isolation low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identify, faith and belonging

Indicators of Vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

Making a Judgement

When making a judgement, staff will ask themselves the following questions:

- Does the child/family have access to extremist influences?
- Is there a reason to believe that the child/family has been, or is likely to be, involved with extremist organisations?
- Is the child/family known to have possessed or is actively seeking extremist literature/other media likely to incite racial or religious hatred?
- Does the child/family sympathise with or support illegal/illicit groups?
- Does the child/family support groups with links to extremist activity?
- Has the child/family encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child/family?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Does the child vocally support terrorist attacks?

- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child/family travelled for extended periods of time to international locations?
- Does the child/family display have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/family display a lack of affinity or understanding for others?
- Is the child/family victim of social isolation?
- Does the child/family demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child/family a foreign national, refugee or awaiting decision on their/their family's immigration status?
- Has the child/family experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

Critical indicators include where the child/family is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Channel Panel

Safeguarding children is a key role for both the Federation and the Local Authority (LA), which is implemented through the use of a Channel Panel. This service shall be used where a vulnerable child is at risk of being involved in terrorist activities.

In cases where the Federation believes a pupil is potentially at a serious risk of being radicalised, the Executive Head teacher or safeguarding lead must contact the LA's Channel Panel.

The Channel Panel ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist- related activity.

The panel identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from REYS Federation.

The delivery of the Channel may often overlap with the implementation of the LA's or Federation's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from social services, or where the individual is already known to social service.

Glossary

| | |
|---------|--|
| BWSCP | Berkshire West Safeguarding Children Partnership (formerly Local Safeguarding Children's Board - LSCB) |
| CAF | Common Assessment Framework |
| CCE | Child Criminal Exploitation |
| CPOMS | Online Safeguarding Software |
| CSE | Child Sexual Exploitation |
| CSPoA | Children's Single Point of Access |
| DBS | Disclosure and Barring Service (formerly the CRB check) |
| DDSL | Deputy Designated Deputy (formerly Deputy Designated Safeguarding Lead (DDSL)) |
| DSL | Designated Safeguarding Lead |
| EYFS | Early Years Foundation Stage (curriculum for 0-5-year olds) |
| FGM | Female Genital Mutilation |
| GDPR | General Data Protection Regulation |
| LADO | Local Authority Designated Officer |
| NSPCC | National Society for the Prevention of Cruelty to Children |
| Prevent | Safeguarding and supporting those vulnerable to radicalisation |
| PSHE | Personal, Social and Health Education |
| RBC | Reading Borough Council |
| REYS | Reading Early Years Schools Federation – a federation Blagdon, Caversham and New Bridge maintained nursery schools |
| VAWG | Violence Against Women and Girls |