

CHIEVELEY PRIMARY SCHOOL

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CHILD PROTECTION AND SAFEGUARDING POLICY

(FROM WEST BERKS MODEL)

SEPTEMBER 2025

This policy was adopted by the Governing Body on September 15th 2025

This policy is due for review on September 15th 2026

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Key Contacts:

Role:	Name / Details:	Contact:
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Chair of Governors	Sarah Blundell	sblundell@chieveleyschool.co.uk
Director of Children Services	Anmarie Dodds	annmarie.dodds1@westberks.gov.uk
Director of Education	Neil Goddard	Neil.goddard1@westberks.gov.uk
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Education Safeguarding Lead		edsafeguarding@westberks.gov.uk
Youth Justice Support Team	David Wraight	Yjst@westberks.gov.uk
Local Authority Designated Officer (LADO)	Fiona Goussard	CAAS on 01635 503190 LADO on 01635 503153 LADO.LADO@westberks.gov.uk

Prevent Team		Preventreferrals@thamesvalley.pnn.police.uk
Integrated Front Door	Contact, Advice & Assessment Service (CAAS)	Contact number: 01635 503090 or Emergency Duty Team (outside of office hours) Tel: 01344 351999 child@westberks.gov.uk
Whistleblowing		Report a concern about a child or young person - West Whistleblowing Advice Line is available for all worker - 0800 028 0285- Email help@nspcc.org.uk
Police	In an emergency For non-	999 101

School Record of Safeguarding Training:

Type of Training:	Date completed:	Next due date:
Whole School Safeguarding Training	September 2024	September 2027
Designated Safeguarding Lead (DSL) (Due every 2 years)	September 2025 (MH) May 2025 (LS, ST)	September 2027 (MH) May 2027 (LS, ST)
Deputy DSL's (Due every 2 years)		
Whole School Staff Refresher/updates (Annual)	September 2025	September 2026
Safer Recruitment Training (Due every 5 years)	2025	2030
Governor Training	September 2024	September 2027
Annual DSL Prevent Training Update (for DSLs to disseminate to ALL staff)	September 2025	September 2026
KCSIE Part one for all staff (Yearly)	September 2025	September 2026
Prevent Level 1 all Staff	As recorded	As recorded
Prevent Level 2 DSL/DDSL	As recorded	As recorded

Introduction

Safeguarding and promoting the welfare of children is a fundamental responsibility of every school. This policy outlines our commitment to creating a safe, supportive, and inclusive environment where all pupils feel protected, valued, and heard. In line with *Keeping Children Safe in Education (KCSIE) 2025*, we recognise that safeguarding is everyone's responsibility, and that timely, informed action can prevent harm and transform lives. Our approach is rooted in vigilance, compassion, and collaboration with families and external agencies to ensure that every child has the opportunity to thrive free from abuse, neglect, exploitation, or harm. Our staff understand their responsibilities and act in the best interest of the child.

This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

1. The Legal Framework & related guidance

- [Section 175 The Education Act 2002](#)
- [Section 10 of the Children Act 2004](#)
- [Section 14B of the Children Act 2004](#)
- [Human Rights Act 1998](#)
- [Equality Act 2010](#)
- [Working together to safeguard children \(December 2023\)](#)
- [Keeping Children Safe in education: Statutory guidance for Schools and Colleges \(July 2025\)](#)
- [Berkshire west Safeguarding Partnership Child Protection and Safeguarding Policies and Procedures](#)

3. Statutory Safeguarding-Related Policies in Schools (KCSIE 2025)

Policy	Statutory Requirement	Safeguarding Link
Child Protection and Safeguarding Policy	Yes	Core safeguarding policy outlining procedures for identifying and responding to concerns.
Behaviour Policy	Yes	Includes measures to prevent bullying, child-on-child abuse, and promote a safe environment.
Staff Behaviour Policy (Code of Conduct)	Yes	Sets expectations for staff conduct, including boundaries and reporting concerns.
Health and Safety Policy	Yes	Ensures physical safety of pupils and staff, including risk assessments.
Relationships, Sex and Health Education (RSHE) Policy	Yes (for maintained schools)	Supports safeguarding through education on consent, healthy relationships, and online safety.
Special Educational Needs and Disabilities (SEND) Policy	Yes	Addresses safeguarding of vulnerable pupils with additional needs.
Attendance Policy	Yes	Supports identification of children missing education, a known safeguarding risk.
Supporting Pupils with Medical Conditions Policy	Yes	Ensures safe care for pupils with health needs, including emergency procedures.
First Aid Policy	Yes	Ensures appropriate response to injuries and medical emergencies.
Complaints Policy	Yes	Provides a route for raising safeguarding concerns or

Policy	Statutory Requirement	Safeguarding Link
		dissatisfaction with safeguarding responses.
Whistleblowing Policy	Yes	Enables staff to report safeguarding failures or misconduct confidentially.
Safer Recruitment Policy	Yes	Ensures all staff and volunteers are appropriately vetted.
Online Safety Policy	Yes (as part of safeguarding)	Protects pupils from online harm, including grooming, exploitation, and cyberbullying.
Allegations Against Staff Policy	Yes (within safeguarding)	Details procedures for managing concerns about adults working with children.

4. Roles and Responsibilities

The Designated Safeguarding Lead (DSL) is a senior leader with responsibility for safeguarding. Deputy DSLs provide cover as needed. All staff must be trained to identify and respond to concerns. The governing body ensures compliance with statutory guidance.

Role	Key Responsibilities
All Staff	<ul style="list-style-type: none"> - Understand safeguarding policies and procedures - Be alert to signs of abuse and neglect - Report concerns to the DSL immediately - Maintain appropriate confidentiality
Designated Safeguarding Lead (DSL)	<ul style="list-style-type: none"> - Take lead responsibility for safeguarding and child protection - Provide support and training to staff - Liaise with local authority and other agencies - Maintain detailed, secure records of concerns and referrals
Deputy DSL(s)	<ul style="list-style-type: none"> - Support the DSL and act in their absence - Be trained to the same standard as the DSL

Role	Key Responsibilities
	<ul style="list-style-type: none"> - Assist with referrals, record-keeping, and staff support
Headteacher / Principal	<ul style="list-style-type: none"> - Ensure policies are implemented and followed - Allocate sufficient time and resources to the DSL - Ensure all staff are aware of their safeguarding duties
Governing Body / Proprietor	<ul style="list-style-type: none"> - Ensure compliance with statutory guidance - Appoint a DSL and ensure they are on the leadership team - Oversee safeguarding training and policy reviews - Ensure safer recruitment practices are followed
Nominated Safeguarding Governor	<ul style="list-style-type: none"> - Champion safeguarding at governance level - Liaise with the DSL and headteacher - Monitor safeguarding practices and compliance
Volunteers / Contractors	<ul style="list-style-type: none"> - Follow the school's safeguarding procedures - Report concerns to the DSL - Undergo appropriate checks and training as required
Local Authority Designated Officer (LADO)	<ul style="list-style-type: none"> - Manage allegations against adults working with children - Provide advice and guidance to employers - Liaise with police and other agencies as needed

5. Educating & Safeguarding Pupils

Our school is committed to equipping pupils with the knowledge, skills, and confidence to keep themselves safe both in and outside of school. Through a carefully planned curriculum—including PSHE, RSHE, and online safety education—we teach children how to recognise risks, build healthy relationships, and seek help when needed. We foster an environment where pupils feel safe, respected, and empowered to speak up. Staff are trained to listen, respond sensitively, and act swiftly to protect children from harm. We also work closely with families and external agencies to ensure a coordinated approach to safeguarding that supports the whole child.

6. Safer Recruitment

We are committed to recruiting staff and volunteers who are safe to work with children. All recruitment processes follow safer recruitment practices, including enhanced DBS

checks, prohibition checks, and verification of identity and qualifications. At least one member of every interview panel is trained in safer recruitment. Job descriptions and advertisements clearly outline safeguarding responsibilities. We also ensure that third-party providers and contractors meet the same rigorous standards.

7. Allegations Against Staff

Any allegation made against a member of staff, volunteer, or visitor is taken seriously and managed in accordance with statutory guidance and local procedures. The school works closely with the Local Authority Designated Officer (LADO) to ensure concerns are investigated appropriately and promptly. We also have procedures in place for managing low-level concerns and ensuring staff understand the importance of maintaining professional boundaries. Safeguarding the welfare of children is our priority throughout any investigation.

8. Whistleblowing

Our school is committed to the highest standards of openness, integrity, and accountability. All staff have a duty to raise concerns about where they believe safeguarding practices are not being followed or where the behaviour of colleagues may place children at risk. Whistleblowing is a vital mechanism for ensuring that safeguarding remains robust and transparent. Staff are encouraged to report concerns to the headteacher, chair of governors, or the Local Authority Designated Officer (LADO) without fear of reprisal. We ensure all staff are aware of the NSPCC Whistleblowing Advice Line and our internal procedures, which are clearly outlined in our Whistleblowing Policy.

9. Early Help and Thresholds

We recognise that early intervention is key to preventing harm and promoting positive outcomes for children and families. Staff are trained to identify emerging concerns and refer to the Designated Safeguarding Lead (DSL) for support. The school works in partnership with local agencies to provide early help and follows the West Berkshire Safeguarding Children Partnership thresholds for intervention. We aim to build resilience and reduce the need for statutory involvement by acting early and collaboratively.

10. Gender-Questioning Children (KCSIE 2025)

In line with KCSIE 2025, our school is committed to supporting gender-questioning children in a safe, respectful, and inclusive environment. Staff are trained to respond sensitively and appropriately, recognising the importance of listening to the child and considering their welfare. We ensure that any support provided is in line with statutory guidance and involves parents, carers, and relevant professionals where appropriate. Our approach is child-centred, non-judgemental, and focused on safeguarding and wellbeing.

11. Online Safety

Our school recognises the importance of safeguarding children in the digital world. We implement robust filtering and monitoring systems to protect pupils from harmful content and online threats. Pupils are taught how to use technology safely and responsibly through the curriculum, including PSHE and RSHE. Staff receive regular training on emerging online risks such as cyberbullying, grooming, and sextortion. We work closely with parents to raise awareness and ensure consistent messaging about online safety both at school and at home.

There is a Digital Safety policy, which covers the use of mobile phones, cameras and other digital recording devices e.g., i-Pads. For online safety, there is within the policy support about children accessing the internet whilst they're at school using data on their phones (3G or 4G networks). The policy reinforces the importance of online safety, including making parents aware of what our school ask children to do online (e.g. sites they need to visit or who they'll be interacting with online).

Governing bodies and proprietors are doing all that they reasonably can to limit children's exposure to the risks from our IT system and ensure we have appropriate filters and monitoring systems in place and regularly review their effectiveness. The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

The policy for remote learning demonstrates an understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely.

<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools>

We maintain the capability to provide remote education when it is not possible for some or all of their pupils to attend in person. (All IT policies are located.) Filtering and monitoring standards are adhered to, and a DSL have a robust oversight of the arrangements to meet those standards.

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

12. Child-on-Child Abuse

We recognise that children can be both victims and perpetrators of abuse. Peer-on-peer abuse can take many forms, including bullying, sexual harassment, physical abuse, and online abuse. Our school has a zero-tolerance approach to such behaviour and is committed to creating a culture where all forms of abuse are identified, addressed, and never normalised. Staff are trained to recognise the signs of peer-on-peer abuse and

respond appropriately. Pupils are taught about respectful relationships, consent, and how to report concerns. All incidents are investigated thoroughly, and support is provided to both victims and those displaying harmful behaviours.

13. Prevent

As part of our statutory safeguarding responsibilities, we are fully committed to the Prevent Duty under the Counter-Terrorism and Security Act 2015. This duty requires all education providers and local authorities to have due regard to the need to prevent individuals from being drawn into terrorism. We work proactively with schools, families, and partner agencies to identify and support individuals at risk of radicalisation. Staff are trained to recognise early warning signs and understand referral pathways, ensuring that concerns are addressed promptly and appropriately through the Channel process or other safeguarding mechanisms. We are committed to ensuring that staff are aware of their responsibilities under the Prevent Duty and that appropriate training and procedures are in place. The Designated Safeguarding Lead (DSL) and any deputies are familiar with the revised Prevent Duty guidance for England and Wales, particularly paragraphs 141-210, which are relevant to education and childcare settings. The DSL and deputies are aware of and follow local procedures for making a Prevent referral where there are concerns that a student may be at risk of radicalisation or being drawn into terrorism.

14. Staff Training & Induction

Ensuring that all staff are confident and competent in safeguarding is essential to protecting children. Our school provides comprehensive induction for all new staff, including training on recognising signs of abuse, responding to disclosures, and understanding safeguarding procedures. Ongoing professional development ensures that staff remain up to date with statutory guidance, including *Keeping Children Safe in Education (KCSIE) 2025*, and emerging safeguarding risks. Designated Safeguarding Leads (DSLs) receive enhanced training every two years, and all staff participate in annual updates. This commitment to training fosters a culture of vigilance and ensures that safeguarding is embedded in every aspect of school life.

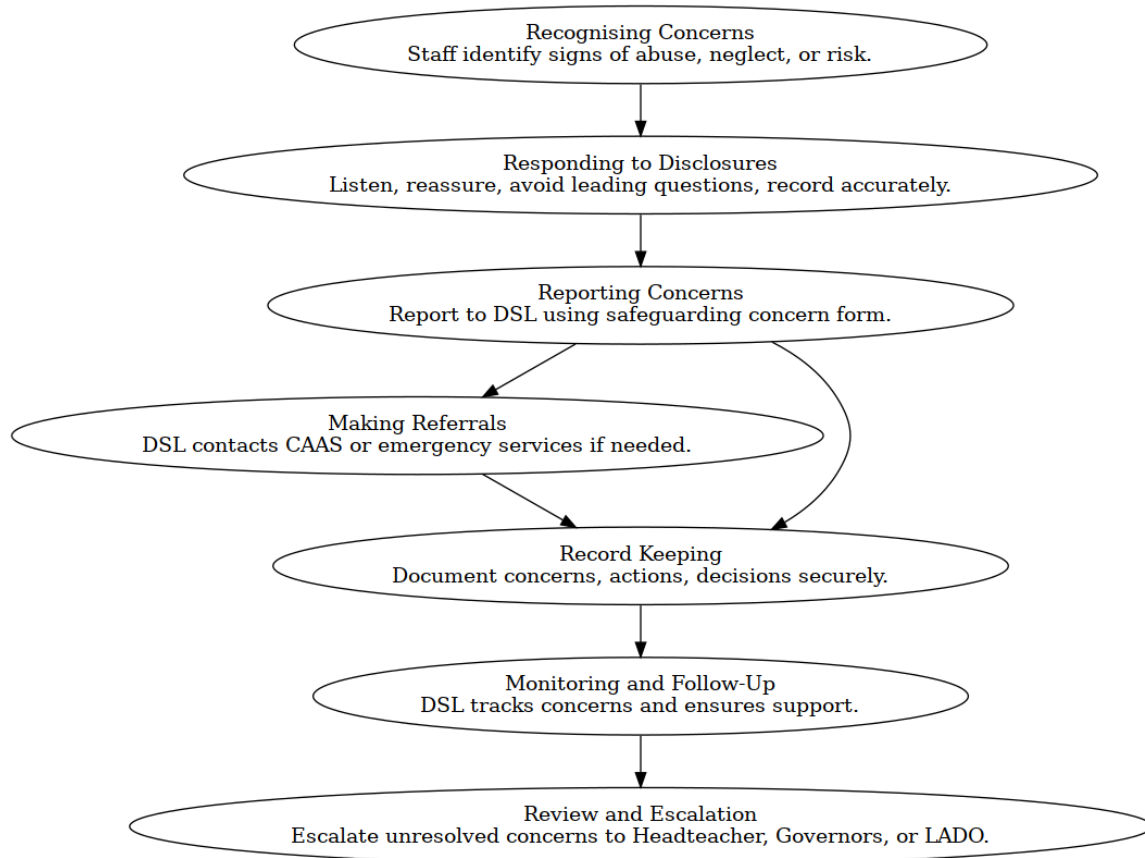
15. Confidentiality, Consent and Information Sharing

Safeguarding children requires a culture of openness, trust, and professional responsibility. While we respect the confidentiality of all pupils and families, staff understand that safeguarding concerns must be shared with the Designated Safeguarding Lead (DSL) or deputies without delay. Information is only shared with those who need to know to protect the child. We follow statutory guidance on information sharing, including the Data Protection Act 2018 and UK GDPR, and ensure that all staff are trained to understand when and how to share information lawfully. Where appropriate, we seek consent to share information; however, where a child is at risk of harm, we may share information without consent in the best interests of the child's safety and welfare.

Accurate and timely record keeping is essential to effective safeguarding. All concerns, disclosures, and decisions made must be documented clearly and securely. Records

should include a summary of the concern, actions taken, outcomes, and the rationale behind decisions. These records are maintained in a separate safeguarding file for each child and are accessible only to those with designated responsibilities. Staff must report concerns immediately to the Designated Safeguarding Lead (DSL) or their deputies, using the school's agreed reporting procedures. Information is shared on a need-to-know basis, in line with data protection legislation and statutory guidance, to ensure the safety and welfare of the child.

16. Summary procedures for identification and reporting of safeguarding concerns:



Recognising Concerns

- All staff are trained to identify signs of abuse, neglect, exploitation, and other safeguarding risks, including online harm and peer-on-peer abuse.
- Staff are expected to maintain professional curiosity and act on any concern, no matter how small.

Responding to Disclosures

- If a child discloses abuse, staff must:
 - Listen carefully and reassure the child.

- Avoid asking leading questions or promising confidentiality.
- Record the disclosure accurately using the child's own words.
- Report the concern immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.

Reporting Concerns

- All concerns must be reported to the DSL using the school's safeguarding concern form.
- The DSL will assess the concern and decide on the appropriate course of action, including whether to refer to the Contact, Advice & Assessment Service (CAAS).

Making Referrals

- The DSL will contact CAAS without delay if a child is at risk of significant harm.
- In emergencies, staff should contact the police (999) or CAAS out of hours (01344 351999).
- Parents are usually informed unless doing so would place the child at greater risk.

Record Keeping

- All safeguarding concerns, actions, and outcomes are recorded on a secure, confidential online system, CPOMS.
- Records include a clear summary, actions taken, decisions made, and the rationale behind them.
- Files are transferred securely when a child moves to a new school.

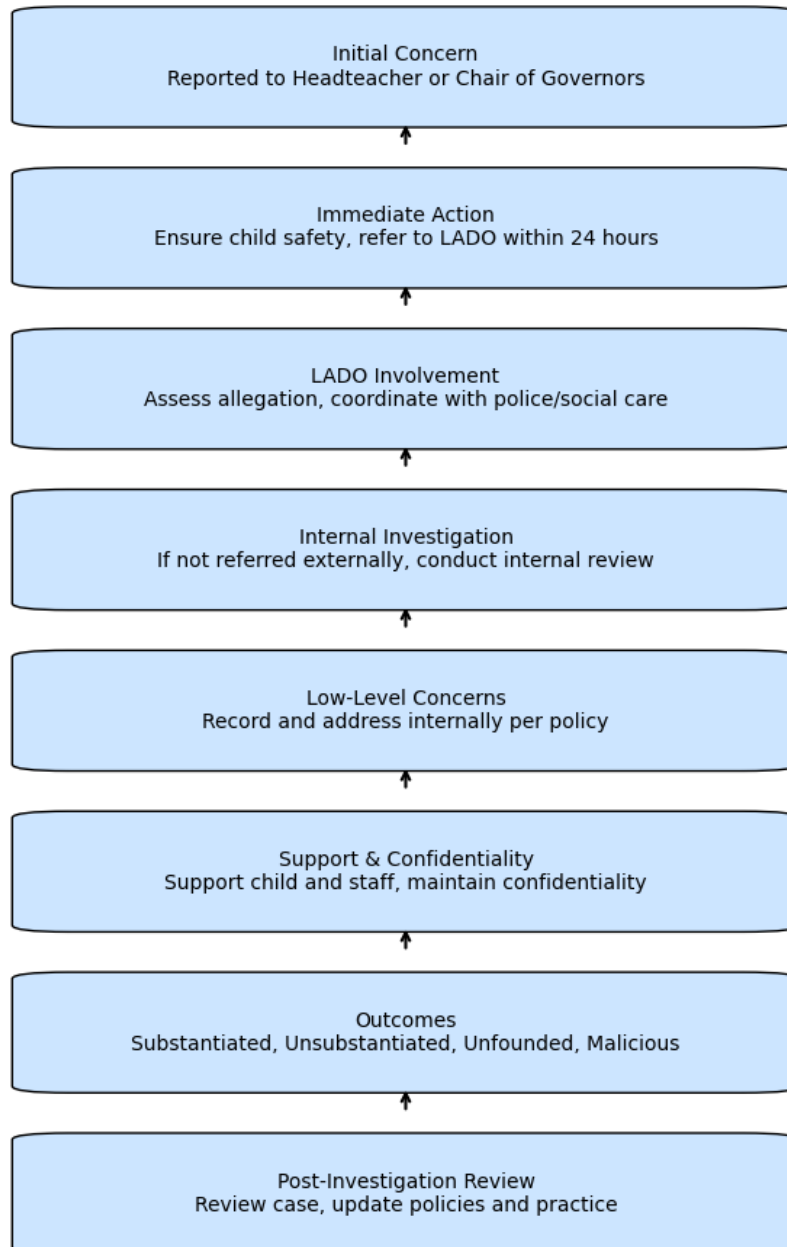
Monitoring and Follow-Up

- The DSL monitors ongoing concerns and ensures appropriate support is in place.
- Attendance and welfare are closely tracked, especially for vulnerable pupils or those with a history of safeguarding concerns.

Review and Escalation

- If a staff member feels a concern has not been addressed appropriately, they are encouraged to escalate it to the headteacher, chair of governors, or the Local Authority Designated Officer (LADO).

17. Summary procedures for allegations against staff:



Appendix 1 Indicators of abuse and neglect.

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

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 serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Educational Neglect: Educational neglect is a form of child neglect that occurs when a parent or carer fails to ensure a child receives an appropriate education. This includes persistent failure to send a child to school regularly, not addressing barriers to attendance, or failing to engage with support offered by the school or local authority. Educational neglect can significantly impact a child’s development, wellbeing, and future opportunities. It may be an indicator of wider safeguarding concerns and should always be taken seriously. Schools have a duty to identify patterns of poor attendance, assess the underlying causes, and take appropriate action, including referrals to Early Help or Children’s Social Care where necessary.

Appendix 2 Further Guidance and Resources:

- [Public Sector Enquiry](#)
- [Data Protection](#)
- [Sharing nudes and semi-nudes - Advice for education settings working with children](#)
- [Harmful online challenges](#)
- [Safeguarding & remote education](#)
- [Working together to Improve School Attendance \(Aug 2024\)](#)
- [Domestic Abuse - How to get help](#)
- [Use of reasonable force in schools](#)
- [What to do if you're worried a child is being abused](#)
- [Criminal records checks for overseas applicants](#)
- [Check for teacher prohibition](#)
- [Concerned about an Adult Working with Children](#)
- [information Sharing Advice](#)
- [Whistleblowing: guidance and code of practice for employers](#)
- [Guidance for parents/carers on using after school clubs](#)
- [Safeguarding in Sport](#)
- [When to call the police](#)
- [Education inspection framework \(EIF\)](#)
- [Searching, screening and confiscation](#)
- [Reducing the need for restraint](#)
- [Alternative Provision](#)
- [Arranging education for pupils with health needs](#)

Appendix 3 - Low Level Concern Policy

LOW LEVEL CONCERN POLICY 19.1 Introduction

The safety and wellbeing of children in our school is dependent on the vigilance of all our staff and their prompt communication to the DSL or Head teacher of any concerns, no matter how small, about any conduct by an adult which causes you to doubt that adult's suitability to work with or have access to children. All references in this section to "adult" should be interpreted as meaning any adult working in the school who provides education for children under 18 years, including supply teachers, volunteers and contractors.

The notification and prompt and appropriate handling of all concerns about adults is fundamental to safeguarding children. It helps to identify and prevent abuse and to protect adults against misunderstandings or misinterpretations. It also encourages openness, trust and transparency and it clarifies expected behaviours. Those raising concerns or reporting allegations in good faith will always be supported, and adults in respect of whom concerns or allegations have been raised will not suffer any detriment unless the concern or allegation is found to be substantiated.

This policy, if correctly implemented, should encourage an open and transparent culture; enable the school to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of our school.

19.2 Code of Conduct

All staff must behave responsibly and professionally in all dealings with children and specifically with students for whom they have a duty of care. All staff must follow the procedures set out in our staff Code of Conduct policy. Staff should always avoid behaviour which might be misunderstood or misinterpreted by others. As a result of their knowledge, position and/or the authority invested in their role, all adults working with children are in positions of trust in relation to the children in their care. A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable children and young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

19.3 Our Low-Level Concern Policy

The overarching aim of the school's Low-Level Concern Policy is to facilitate a culture in which the values and expected behaviours which are set out in our Code of Conduct are lived, constantly monitored, and reinforced by all staff. In particular, the intention of this policy is to:

- maintain a culture of openness, trust and transparency in which staff are confident and clear about behaviours expected of them and their colleagues, the delineation of boundaries and reporting lines.
- ensure staff feel empowered to raise any low-level concern, whether about their own or a colleague's behaviour, where that behaviour might be construed as falling short of the standards set out in our Code of Conduct; and Safeguarding and Child Protection Policy; and
- provide for responsive, sensitive and proportionate handling of such concerns when they are raised - maintaining on the one hand confidence that concerns when raised will be handled promptly and effectively whilst, on the other hand, protecting staff from false allegations or misunderstandings.

19.4 What is a Low-Level Concern?

A low-level concern for this purpose is any concern, no matter how small and even if no more than a 'nagging doubt', that an adult may have acted in a manner inconsistent with the school's Code of Conduct or simply - even if not linked to a particular act or omission - a sense of unease as to the adult's behaviour particularly towards or around children. Low-level concerns include where an adult may have acted in a way that:

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

19.5 Low-Level Concerns about self (self-reporting)

From time to time an individual may find him/herself in a situation which might appear compromising to others, or which could be misconstrued. Equally, an individual may for whatever reason have behaved in a manner which on reflection s/he considers falls below the standard set out in the Code of Conduct.

Self-reporting in these circumstances is encouraged as it demonstrates both awareness of the expected behavioural standards and self-awareness as to the individual's own actions or how they could be perceived. As such, the school sees self-reporting of low-level concerns as an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour.

19.6 Low-Level Concerns about another adult

From time to time an individual may notice behaviour or actions in other adults which leave them concerned. These are behaviour or actions which fall short of a formal allegation of abuse. These tend to be behaviours which indicate that our Code of Conduct has not been met. Any such concerns can be dealt with as a low-level concern.

19.7 What should I do if I have one?

Where a low-level concern exists, it should be reported to the DSL or to the Head teacher as soon as reasonably possible and, in any event, within 24 hours of becoming aware of it (where the concern relates to a particular incident). Staff should use the school's typical 'Cause for Concern' form for reporting low-level concerns about staff members.

19.8 How will my low-level concern be handled?

The DSL will discuss all low-level concerns s/he receives with the Head teacher as soon as possible and in any event within 24 hours of becoming aware of it. The Head teacher will, in the first instance, satisfy him/herself that it is a low-level concern and should not be reclassified as an allegation and dealt with under the appropriate procedure. The circumstances in which a low-level concern might be reclassified as an allegation are where:

- the threshold is met for an allegation
- there is a pattern of low-level concerns which collectively amount to an allegation or
- there is other information which when taken into account leads to an allegation

Where the Head teacher is in any doubt whatsoever, advice will be sought from the LADO.

Having established that the concern is low-level, the DSL or Head teacher as appropriate will discuss it with the individual who has raised it and will take any other steps to investigate it as necessary. Most low-level concerns by

their very nature are likely to be minor and will be dealt with by means of management guidance, training etc.

19.9 What records will be kept?

Where a low-level concern has been communicated, a confidential record will be kept in a 'black file', held in the school's Safeguarding archive. This is necessary to enable any patterns of concerning behaviour to be identified. However, no record will be made of the concern on the individual's personnel file (and no mention made in job references) unless either:

- the concern (or group of concerns) has been reclassified as an allegation as above; or
- the concern (or group of concerns) is sufficiently serious to result in formal action under the school's grievance, capability or disciplinary procedure.

Recording and Reporting Concerns

We use an online system (CPOMS) for the recording of safeguarding concerns and the actions that arise from these records.

THE TRANSITION TO CPOMS

Prior to the whole-school rollout of CPOMS, our DSLs transferred our existing 'red files' onto the system so there would be no gaps in reporting due to the move. This required some editing of dates and times on the Incident forms to allow them to reflect the reports as they were written at the time. This transition also includes the scanning and uploading of previous documents, such as case-closure letters (where these were provided by Social Services), Child Protection or Child in Need Plans, and handwritten notes from review meetings.

Our rollout to the CPOMS system has been as follows:

In Spring term [i] 2024, Teachers and the admin team received training on how to log incidents on CPOMS. All DSLs are automatically alerted to any new incidents from teachers.

In Spring term [2] 2024, Teaching Assistants were trained on how to log incidents.

In Autumn term [1] 2024, universal safeguarding training was delivered to all staff including a refresher on the use of CPOMS at Chieveley school.

REPORTING OF SAFEGUARDING CONCERNS

- All staff have their own individual CPOMS login accounts where they are able to record and log safeguarding concerns. These reports are then automatically sent to the DSL and DDSL for further investigation. The DSL and DDSL will update the incident with further actions as appropriate.
- In the result of internet issues, the previously used paper forms will be for emergency use only.

CPOMS synchronises with our SIMS information system each evening and as a result contains a lot of sensitive information about our pupils and staff. It is therefore important that all staff follow these guidelines in order to protect the data held on the system.

- Staff should not leave CPOMS open on their computer or device, instead they should log out once they have completed their incident form.

- DSLs should ensure 2-factor authentication is in place on their accounts.
- CPOMS should be treated with confidentiality as appropriate, just as the previous 'red files' were

Our DSLs (above) work as a team to ensure that no one person has undue influence over a case and so that no personal biases (conscious or otherwise) might prevent the sharing of information. When a form is received by one DSL, it is quickly shared with the others and a decision taken to refer (or in some cases, to continue monitoring) is taken by the group to ensure consistency of approach.

Visitors to Chieveley

As part of the school's ongoing Safeguarding Policy, we have implemented a colour-coded lanyard approach for all visitors, shown below.

On arrival at the school, all visitors must report to reception where you will be asked to sign in and, where applicable, provide ID prior to the issue of the appropriately coloured lanyard.

All visitors should then familiarise themselves with "Information for Visitors" prior to entering the school.

Green Lanyards	Yellow Lanyards	Red Lanyards
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<ul style="list-style-type: none"> • A DBS checked and safeguarding trained individual who is able to work with pupils without need for further supervision (e.g Reading Support and advisory services such as CALT) • In the eyes of the pupils, these people are teachers and can be approached to discuss matters of concern at any time. 	<ul style="list-style-type: none"> • A Governor of the school, who has been DBS checked. • In the eyes of the pupils, these people are teachers and can be approached to discuss matters of concern at any time. 	<ul style="list-style-type: none"> • A non-DBS checked person (such as a contractor) • Regular contractors will have provided their DBS status, however will still be given a red lanyard. • Pupils have been told that they should not speak with these individuals and should find an appropriate member of staff.
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Safer recruitment

At Chieveley, we take our responsibilities for safer recruitment seriously and seek to deter or identify inappropriate candidates at all steps of the recruitment process. On our external website (vacancies and volunteering) we have a safer recruitment statement, linked to our internal safer recruitment policy, which sets out our commitment to the safeguarding of children throughout the recruitment process. The online (brief) statement is as follows, with links to the full statement (which is different from our policy):

At Chieveley Primary School, we are fully committed to promoting the welfare and safeguarding of children in our care. We expect all staff, volunteers and visitors to actively share in this commitment and expect our whole community to work together to safeguard children effectively.

This commitment extends to our recruitment procedures to ensure that all staff and volunteers who join our school community are the most qualified, appropriate and nurturing candidates possible. It also ensures that unsuitable or inappropriate applications are dealt with according to our legal duty and guidance in both Working Together To Safeguard Children and Keeping Children Safe in Education.

We are an equal opportunity employer and will not unlawfully discriminate against anyone, but will select the best person for a role in terms of their qualifications, abilities and their successful completion of pre-employment checks.

