

Remedicare Education Services

Safeguarding and Child Protection Policy

August 2025

Review: August 2026

Policy Statement

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

To protect our students from harm and provide our students, staff, parents/guardians, and wider provision community with the overarching principles, procedures and good practice within our child centred and coordinated approach to safeguarding and child protection.

We shall strive to achieve this by addressing current legislation (and any amendments to the same), policies and guidance surrounding the protection of children in England and will incorporate:

- The revised Keeping Children Safe in Education (KCSIE): Statutory guidance for schools and colleges September 2025.
- Be read alongside the statutory guidance 'Working Together to Safeguard Children' (2018) and the DfE Statutory Guidance 'Keeping Children Safe in Education' (KCSIE) September 2024.
- In recognition that Local Authority Partners Child Protection procedures are followed in line with their Local Safeguarding Board expectations.
- Consideration of the Human Rights Act 1998, The Children Act 1989 (and 2004 amendment), The Equality Act 2010, Public Sector Equality Duty, statutory guidance on the Prevent duty and female genital mutilation when making individual decisions about students.
- Reflects our whole company approach and commitment to safeguarding and child protection.
- Clear procedures to support safeguarding and child protection.
- The underpinning of other relevant policies including attendance, behaviour, staff code of conduct, online safety, low-level concerns, whistleblowing, and our formal complaints procedure (see appendix C).

We recognise that safeguarding is **everybody's** responsibility in our provisions and the responsibility we have under section 175 (*Section 157 for Independent Schools and Academies*) of the Education Act 2002 (as amended).

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

This policy is publicly available via our website and is reviewed annually (as a minimum) and will be kept up to date throughout the year, as required.

Roles and Responsibilities

All staff are required to:

- Be able to identify who the Directors, the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) are.
- Contribute to providing a safe environment where our students can learn and flourish.
- Contribute to supporting the student's best outcomes.
- Recognise that high self-esteem, confidence, supportive friends, and good lines of communication with a trusted adult help to protect our students.
- Contribute to the preventative and safeguarding education embedding throughout our curriculum.
- Respond in accordance with our zero-tolerance approach to any sexual violence and sexual harassment, and to any indirect or direct discrimination of any kind.
- Be aware of indicators of the different forms of abuse and neglect, and any other safeguarding issues that are prevalent at a local, contextual, or national scale at the time.
- Respond to safeguarding and child protection concerns promptly, and in line with the procedures outlined in this policy and local child protection procedures, ensuring quality and secure record keeping and effective collaboration with other agencies.

All staff who work directly with students will read and understand Part 1 and Annex B of KCSIE 2025 guidance. Staff who do not work directly with students will read and understand part 1 or annex A of this guidance. All staff will read and understand our staff code of conduct.

The Designated Safeguarding Lead (DSL) will take lead responsibility for safeguarding and child protection (including online safety and our systems for filtering and monitoring on provision devices and provision networks to keep students safe online). The full responsibilities of the DSL are set out in their job description, but this includes:

- Making sure all staff are aware how to raise safeguarding concerns.
- Ensuring all staff understand the symptoms of child abuse and neglect.
- Acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- A good understanding of local, contextual, and national safeguarding issues including child-on-child abuse, harmful sexual behaviour and the local response and support available to support all students involved in sexual violence and sexual harassment.
- Taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so.
- Monitoring students on the safeguarding list, including those who are receiving early help, a child protection plan, child in need plan and a child looked after.
- Contributing to the assessment of students.

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

Training

The Provision will raise staff awareness and incorporate signs of abuse, neglect, specific safeguarding issues and online safety, including filtering and monitoring into briefings, staff induction training, and ongoing development training to all staff.

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

The DSL and DDSL(s) will have undertaken, as a minimum, the 'Targeted Designated Safeguarding Lead Training' by an external approved provider. This will be updated every two years in accordance with guidance.

Key Contacts

Role	Name	Contact Details
Designated Safeguarding Lead (DSL)	Holly Awford – ALPINE HOUSE (Primary/PMLD)	Holly.Awford@remedicare.co.uk 07807 183972
	Brett Coley – PHOENIX CENTRE (Secondary)	Brett.Coley@remedicare.co.uk 07989 575779
	Marina Williams – ALPINE HOUSE (Primary/PMLD)	Marina.Williams@remedicare.co.uk 07761 275377
Deputy Designated Safeguarding Lead (DDSL)	Kerry Scullion – PHOENIX CENTRE (Secondary)	Kerry.scullion@remedicare.co.uk
	Florence Johnson – ALPINE (PMLD)	Florence.johnson@remedicare.co.uk
	Zara Hancock – ALPINE (Primary/PMLD)	Zara.hancock@remedicare.co.uk
	Nicky Allen – PHOENIX (secondary)	Nicky.allen@remedicare.co.uk

Local Authority Designated Officer (LADO)	Bracknell:- Wokingham:- Reading:- Windsor & Maidenhead:-	lado@bracknell-forest.gov.uk 01344 351572 lado@wokingham.gov.uk 01189 088002 lado@brighterfuturesforchildren.org 01189 372684 lado@achievingforchildren.org 07774 332675
Children's Social Care – for reporting concerns	Bracknell MASH	mash@bracknell-forest.gov.uk 01344 352005
	Wokingham	triage@wokingham.gov.uk 01189 088002
	Reading	www.Brighterfuturesforchildren.org 01118 9373641
	Windsor & Maidenhead	mash@achievingforchildren.org 01628 683150
	Emergency Duty Service – after hours, weekends and public holidays	01344 351999
Prevent		preventreferralsbracknell@thamesvalley.pnn.police.uk
Bracknell Forest Council Education Safeguarding Team		safeguarding.ourschools@bracknell-forest.gov.uk 01344 354078
Virtual School	Bracknell	virtual.school@bracknell-forest.gov.uk 01344 352777
	Wokingham	Virtualschool.admin@wokingham.gov.uk 01189 088002
	Reading	info@brighterfuturesforchildren.org 0118 9373641
	Windsor & Maidenhead	afcvirtualschool@achievingforchildren.org 0208 8316037

Procedures

Our procedures are in accordance with the relevant statutory guidance including:

- KCSIE (2025)
- Working Together to Safeguard Children (2018)
- The Prevent Duty
- The Berkshire LSCB Child Protection Procedures

To support our safeguarding and child protection procedures the key contacts information on page 3/4 will be regularly communicated to our students, staff, parents/guardians.

Procedures in this policy are supported by other provision policies (appendix D) and our approach to safeguarding of **“it could happen here”**. Our ethos is child-centred, and decisions are made in the best interests of the child.

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

Our commitment to safeguarding our students and supporting our staff in their safeguarding responsibility applies during the day, before and after session activities (on or off site), and any Outreach.

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

Confidentiality and Information Sharing.

We recognise that the Data Protection Act (DPA) 2018 and UK GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe and that timely information sharing is essential to effective safeguarding.

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

[Information sharing: advice for practitioners \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/629111/Information-sharing-advice-for-practitioners.pdf)

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

We will ensure that the information is only disclosed on a ‘need to know’ basis, including Domestic Abuse notifications.

Record Keeping.

We will keep accurate, written records of all concerns about students (noting the date, location, details of the incident, actions taken, decisions reached and the outcome).

We record all incidents and safeguarding concerns electronically.

We will ensure concerns and referral records are kept securely, in a separate child protection file for each child.

All relevant child protection records are sent to the receiving school or establishment within 5 days for an in-year transfer or within the first 5 days of the start of a new term when a student moves schools. These will be sent securely and separately from the main student file, and a confirmation receipt will be obtained.

Child-on-Child Abuse

Our zero-tolerance approach to any form of child-on-child abuse is supported by our pastoral curriculum, PSHE curriculum and behaviour policy.

All staff recognise that children can abuse their peers (both online and offline) including, bullying, abuse in intimate personal relationships between children, physical abuse, sexual abuse, sexual violence and harassment, consensual and non-consensual sharing of nude and semi-nude images and/or videos, upskirting, initiation/hazing type violence and rituals.

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

We recognise that some groups are potentially more at risk. Evidence shows that girls, children with special educational needs and disabilities (SEND), and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk. Students with SEND or certain health conditions can face additional safeguarding challenges and are 3 times more likely to be abused than their peers and we offer additional support for these students, this includes:

- A named key adult/mentor for individual support.
- Safe spaces.
- Regular review meetings and close liaison with external agencies .
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Safeguarding concerns involving students with SEND will require close liaison with the DSL and/or DDSs.

Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour

We will respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the provision. We are clear that sexual abuse, violence and harassment is not acceptable, and will never be tolerated and is not an inevitable part of growing up.

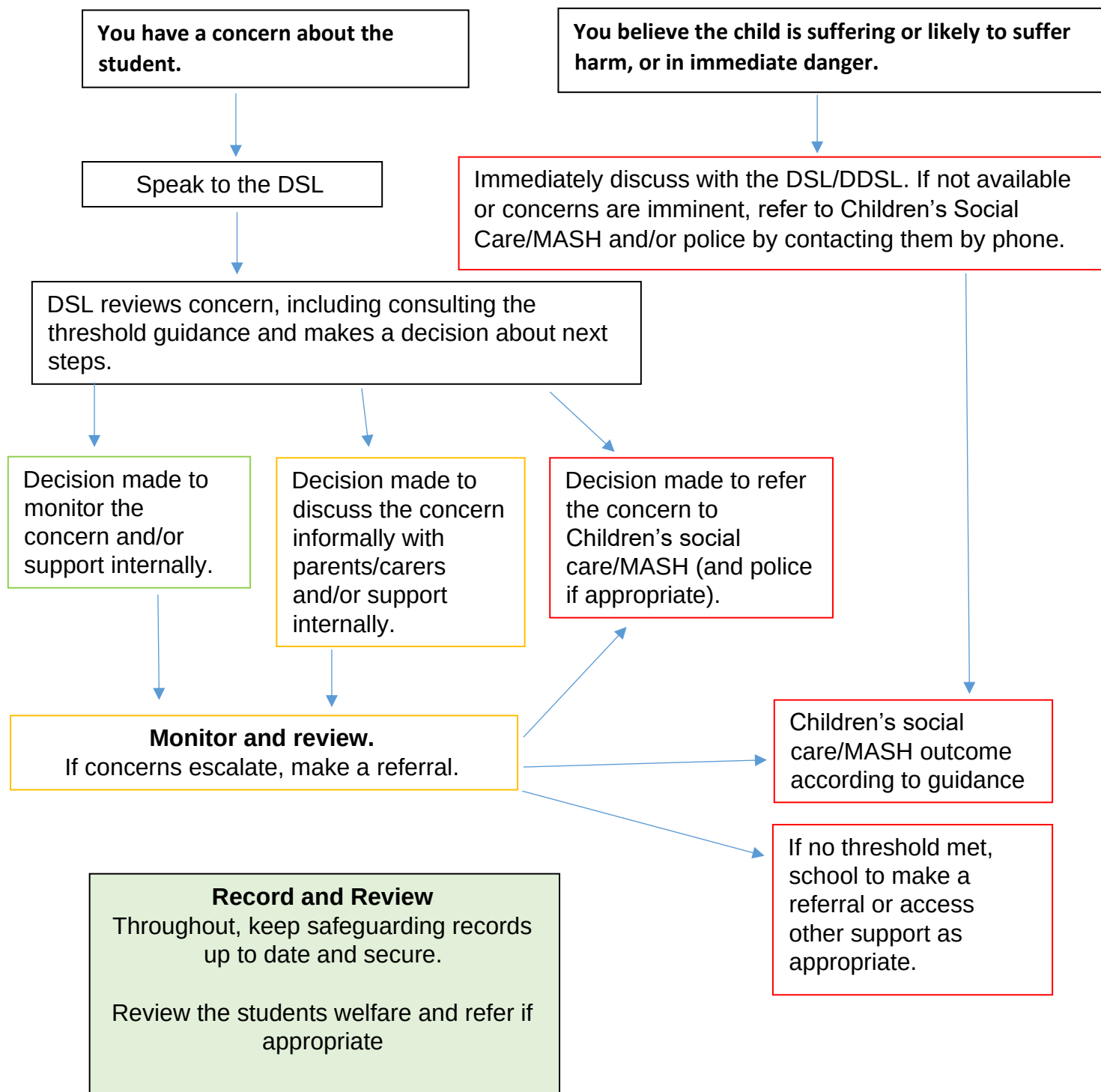
Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

Procedure for when you are concerned about a student.

We define safeguarding as:

Protecting children from maltreatment, ensuring they can develop mentally, physically and socially in a safe environment, further enabling them to have the best outcomes.

Staff will act and act immediately and appropriately if they have any concerns about a child.



Procedure for FGM, Radicalisation and Mental Health

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

The Prevent Duty under section 26 of the Counter-Terrorism and Security Act 2015 ,(the CTSA 2015) requires settings to have due regard to those who may be susceptible to being drawn into terrorism, extremist ideology, and racialisation.

Settings have an important role to play in supporting the mental health and wellbeing of their students. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

FGM	Radicalisation	Mental Health
If you discover that FGM has taken place, or a pupil is at risk of FGM any staff member must immediately report this to the police. Following this, contact will then be made to Children's Social Care. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate. Any other member of staff who discovers that an act of FGM appears to have been carried out they must speak to the DSL and follow our local safeguarding procedure. Any member of staff who suspects a student is <i>at risk</i> of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.	If there is an immediate threat, call 999. If you have concerns that a student may be at risk of radicalisation, discuss this with the DSL immediately. This may then include making a Prevent referral.	If you have a mental health concern about a student that is also a safeguarding concern and/or the wider safeguarding concern is further impacting on the student's mental health, follow the process on page 10. If you have a mental health concern that is not also a safeguarding concern, speak to the DSL/DDSL to agree a course of action.

Procedure for child-on-child abuse

We will follow the procedure on page 6, but we will ensure in all cases:

- The DSL is informed.
- Our response to child-on-child abuse will be immediate and supportive for all involved, and we will work with key agencies if appropriate (such as parents/guardians, Police, Children's Social Care), to mitigate any further risks.
- We will reassure victims that they are taken seriously and will be supported and kept safe.
- A risk assessment if appropriate will be created for all involved.

Online Safety

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

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

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

Online Safety Procedure

- If staff have safeguarding concerns linked with online safety and/or filtering and monitoring, they must report these to the DSL promptly.
- This will then be recorded appropriately on our student recording system.

This is supported by:

- The DSL, SLT, and IT provider have a lead role in the effectiveness of our filtering and monitoring, but this is supported by our whole provision community.
- We have robust processes (including filtering and monitoring systems).
- We protect and educate the whole student community in its responsible and safe use of technology, including mobile and smart technology.
- We set clear guidelines for the use of mobile phones for staff and children.

- We establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.
- We regularly reviewing our filtering and monitoring systems (at least annually).
- Meeting the filtering and monitoring standards [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)
- Meeting the cyber security standards [Cyber security training for school staff - NCSC.GOV.UK](#)
- Regular staff training (at induction and throughout the year) on online safety, safeguarding issues linked to the online world and filtering and monitoring.
- Regular online safety education for staff, students and parents/guardians.
- We communicate to our parents/guardians on online safety and filtering and monitoring.

Other important procedures:

Attendance

We will closely monitor the attendance of all our students, but specifically those students with additional vulnerability factors. We will monitor attendance in a continuum for example, those that are absent from a session, persistently absent and those that are missing in education.

For more information see our attendance policy.

We will work closely with local Education Welfare Services regarding attendance.

When a child is missing from education, the school will follow the procedure as set out in the relevant Local Authority Children Missing Education guidance.

Exploitation

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) are forms of child abuse and if we suspect a student is being exploited, we will respond immediately which can include:

- Contacting the Police and/or Children's Social Care
- Completing the exploitation tool and sending this to the relevant Local Authorities Exploitation Team

Critical Incidents, including a child death

In the event of a critical incident, we will take immediate action which will include contacting the relevant Local Authorities Children Social Care team, to ensure an appropriate, multiagency response. If we are aware of a child death (whether expected or unexpected), we will respond in line with the Local Authorities Safeguarding Board expectations.

Working Together

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

Local key agencies include:

- Safeguarding our Schools Team
- Education Welfare Service
- Youth Justice Team
- Multi-Agency Safeguarding Hub
- Children's Social Care
- Other Alternate Provision Providers
- SEMH/Inclusion Teams
- BFC Special Education Needs Department
- Virtual School
- Exploitation Teams
- The Police
- LADO
- Child and Adolescent Mental Health Services (CAMHS)

For those students who have a social worker, we will notify Children's Social Care if:

- If there are unauthorised absence or missing education where there are known safeguarding risks.
- There is a change in the student's behaviour and/or circumstances that raises safeguarding concerns.
- The provision in place requires review.

The statutory duty of the Virtual School is to promote the educational achievement of children looked after and previously looked after. As a provision, we will work collaboratively with the Virtual School to improve the educational outcomes (monitoring attainment, attendance and progress and ensuring the Personal Education Planning meetings take place) for these students. We will work with the Virtual School and partners to raise the attainment and aspirations of children who have or have had a social worker previously. We will communicate in a timely manner with the Virtual School regarding attendance concerns, including if a fixed term exclusion is a possible next step.

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

We will follow Resolving Professional Difference of Opinion and Escalation policy as necessary https://proceduresonline.com/berks/bracknell/p_conflict_res.html, to ensure we can learn and understand the decision-making process of other agencies as well as challenge sensitively to ensure our student's welfare and safety is paramount.

Working with the student's registered education provider

When concerns about students are raised in our provisions, we will ensure that these are communicated to the relevant involved professionals in a timely manner. Any concerns about a student will be shared with the student's registered school or other educational provider within 24 hours, via telephone call or email. The details of the concerns will be shared by the DSL. It is therefore expected that the DSL at the student's named school shares any concerns that are raised when the student is in their care. The student's registered school will also be permitted access to our online records, these will be shared via email. A student's full records can be shared when the student leaves our provision via password protected documentation.

When a concern is raised about a member of staff, where appropriate, this will be communicated with external professionals. Where a Remedicare provision is based within a site of a school any concerns raised about a staff member working on that site will be shared with the school and they will be informed of any decisions, including any referrals to LADO and the outcome of the investigation. A copy of our Single Central Record is available on request.

Communication with Parents/Guardians

We will:

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

Safer Recruitment, low-level concerns, and allegations against staff

We will operate safer recruitment practices including ensuring appropriate DBS, identity checks and reference checks for all staff and volunteers are undertaken according to the government statutory guidance in part three and part four of KCSIE (2025) and the **Local Authority's Safer Recruitment Toolkit**.

One member of staff on the recruitment panel will have completed safer recruitment training and the Group will consider digital screening of all potential new staff at the shortlisting stage in accordance with Safer Recruitment.

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

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

Low-level concerns and allegations against staff will be recorded securely and will be managed confidentially, and on a need-to-know basis only.

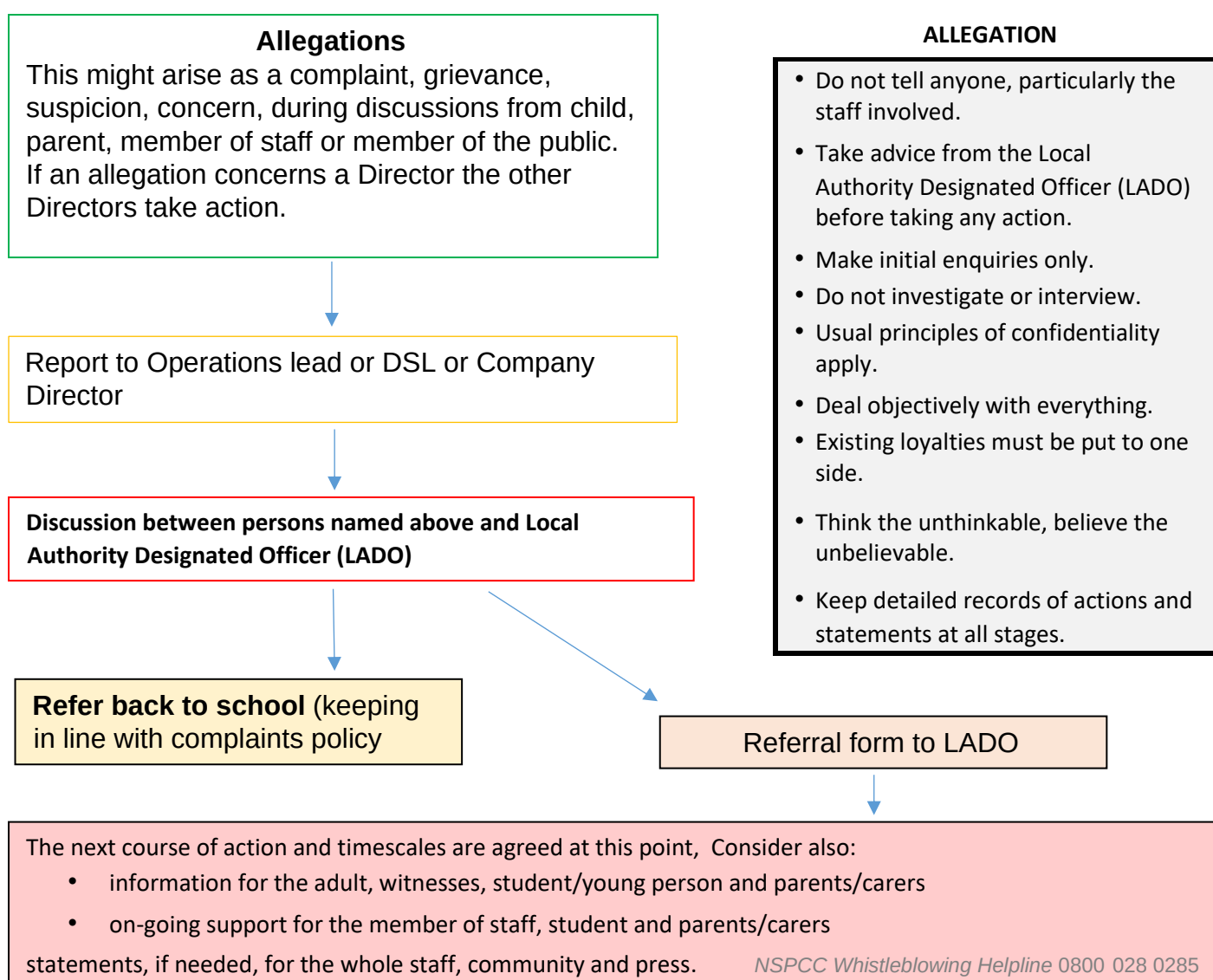
All Low-level concerns should be reported to the DSL.

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

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

Procedure for managing safeguarding concerns and allegations made about staff.

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



Appendix A

Abuse and Neglect (extracted from Keeping Children Safe in Education (2023))

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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 the child is aware of what is happening or not. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may

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involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff are aware that child sexual and child criminal exploitation are forms of child abuse.

Appendix B

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

- Attendance policy
- Behaviour policy
- Complaints policy
- Health and safety policy and other linked policies and risk assessments, including first aid
- Information governance/data protection policy
- Medical conditions & administration of medicines policy
- Offsite activities and educational visits policy and risk assessments
- Physical education and sports guidance
- Positive handling and physical intervention guidance
- Premises inspection checklist
- Safer Recruitment
- Staff code of conduct/behaviour policy
- Whistleblowing policy

Appendix C

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

Bullying including cyber bullying.
 Child abduction and community safety incidents
 Child Sexual Exploitation (CSE)
 Child Criminal Exploitation (CCE)
 Children and the court system
 Children missing from Education.
 Children of substance misusing parents/carers
 County lines
 Domestic abuse
 Substance abuse
 Fabricated or induced illness

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Formal complaint policy
Children with family members in prison
Faith abuse
Female Genital Mutilation (FGM)
Forced Marriage Gangs and Youth Violence
Gang Activity
Gender based violence/violence against women and girls (VAWG)
Hate crime.
Mental health
Homelessness
Health and well-being
So called 'Honour-based' abuse.
Child-on-Child abuse
Consensual and non-consensual sharing of indecent images/nude/semi-nude images/videos
Sexual violence and sexual harassment between children in schools Private fostering
Preventing radicalisation (The Prevent Duty)
Online abuse including indecent images/nude/semi-nude images/videos teenage relationship abuse
Trafficking
Missing children and vulnerable adults
Child sexual abuse within the family
Poor parenting, particularly in relation to babies and young children
Serious violence
Cyber crime

Appendix D

Links to Further Guidance:

[Governance Handbook 2020 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/86482/governance-handbook-2020.pdf)

[Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/86482/governance-handbook-2020.pdf)

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

Bracknell Forest Safeguarding Board – [Bracknell Forest Safeguarding Board](#)

2025

Bracknell Forest Threshold Guidance [Microsoft Word - BF Childrens Thresholds Guidance Feb 2021.docx \(bracknellforestsafeguarding.org.uk\)](#)

DfE Keeping Children Safe in Education (September 2023)
[Keeping children safe in education 2023 \(publishing.service.gov.uk\)](#)

DfE Teaching Online safety in Schools (June 2019)
[DfE external document template \(publishing.service.gov.uk\)](#)

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

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

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

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

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

NSPCC Harmful Sexual Behaviour Framework
<https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviourframework>

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

Prevent Duty Guidance and Advice for schools and childcare providers
<https://www.gov.uk/government/publications/prevent-duty-guidance>

Serious Violence Home Office Strategy
<https://www.gov.uk/government/publications/serious-violence-strategy>

Special educational needs and disability code of practice: 0 to 25 years
[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

UKCCIS Education for a Connected World (2020)
[Education for a Connected World \(publishing.service.gov.uk\)](#)

UKCCIS Guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people

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

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

Working together to improve school attendance - GOV.UK (www.gov.uk)

Working Together to Safeguard Children (July 2018) Working Together to Safeguard Children 2018 (publishing.service.gov.uk)

Policy Reviewed August 2025