

Safeguarding and Child Protection Policy

Published: September 2025
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Next Review Date: August 2026

Safeguarding Policy Statement

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

A child-centred approach is fundamental to all aspects of everyday life at our provision. At Storyy Alternative Provision we strive to create a culture which enables children to express their wishes and feelings and talk about anything that is of importance to them. We believe that every child deserves to receive support within an environment where they feel safe to learn and develop. We want our students, staff, parents and carers to have confidence and trust in our goals and know that collaborative working is fundamental to create and maintain a child-centred approach to safeguarding.

In practice this means we endorse the key principle that the welfare of a child is paramount, keeping them at the centre of all decision making in our partnership working with them, their families, and those supporting them.

Throughout our broad and balanced curriculum, we will provide activities and opportunities for children to develop the knowledge, values and skills they need to identify risks, including knowing when and how to ask for help for themselves and others to stay safe (this includes online). The Relationships Education, Relationships and Sex Education and Health Education (delivered in regularly timetabled lessons and reinforced throughout the whole curriculum) will cover relevant topics in an age and stage appropriate way, enabling students to learn about their rights and responsibilities to behave and stay safe in a variety of contexts on and offline. This will provide further reinforcement to help children identify risks, know when to seek support and develop the skills to ask for help from trustworthy, reliable sources.

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, including but not limited to:

- The statutory guidance 'Working Together to Safeguard Children' (2023) and the DfE Statutory Guidance 'Keeping Children Safe in Education' (KCSIE) 2025.
- Berkshire Child Protection procedures are followed in line with Bracknell Forest Safeguarding Board (BFSB) 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 (FGM) when making individual decisions about students.
- Reflects our whole provision 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 B & C).

We recognise that safeguarding is **everybody's** responsibility in our provision 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 provision 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.

Key Contacts

Role	Name	Contact Details
Designated Safeguarding Lead (DSL)	Sammy Pound	07742541086 Sammy.pound@storyy.group
Deputy Designated Safeguarding Lead (DDSL)	Jimmy Jackson Charlie Turner Martin Wiggins Kelly Eddy	Jimmy.jackson@storyy.group Charlie.turner@storyy.group Martin.wiggins@storyy.group Kelly.eddy@storyy.group
Members of staff who have also received the Designated Person training.	Brian Murphy Natalie Lee Charlotte Linsell	Brian.murphy@storyy.group Natalie.lee@storyy.group Charlotte.linsell@storyy.group
The Designated Teacher (DT) for Children Looked After	Sammy Pound	Sammy.pound@storyy.group
Local Authority Designated Officer (LADO)	Bracknell - Alison Small	lado@bracknell-forest.gov.uk 01344 351572
	Wokingham – Michelle Pinnock-Ouma	LADO@wokingham.gov.uk 07801664588
	Reading- Michelle Pinnock-Ouma	LADO@wokingham.gov.uk 07801664588
	Hampshire	Online form Allegations against adults in the children's workforce Children and Families Hampshire County Council sent to LADO@hants.gov.uk
	Surrey	03001231650
	West Berks- Michelle Pinnock-Ouma	LADO@wokingham.gov.uk 07801664588
Children's Social Care – for reporting concerns	Bracknell	mash@bracknell-forest.gov.uk 01344 352005

	Wokingham	triage@wokingham.gov.uk 01189088002
	Reading	Online via CSPoA Postcode Validation - Brighter Futures For Children 01189373641
	Hampshire	Online via Inter Agency Referral Form 03005551384 03005551373 (out of hours)
	Surrey	Request for Support Form - Surrey Safeguarding Children Partnership – form to be emailed to cspa@surreycc.gov.uk 03004709100
	Emergency Duty Service – after hours, weekends and public holidays	01344 351999
Prevent	Parents' Booklet (educateagainsthate.com) ACT Early Prevent radicalisation 0800 011 3764 Channel helpline 020 7340 7264	preventreferralsbracknell@thamesvalley.pnn.police.uk https://www.bracknell-forest.gov.uk/crime-and-emergencies/crime-and-community-safety/preventing-violent-extremism-0
Bracknell Forest Safeguarding Board (BFSB)		Bracknell Forest Safeguarding Board
Bracknell Forest Council Education Safeguarding Team		safeguarding.ourschools@bracknell-forest.gov.uk 01344 354078
Virtual School		virtual.school@bracknell-forest.gov.uk 01344 352777
Young Carers Service		Young.carers@bracknell-forest.gov.uk
Make Safe		makesafe@bracknell-forest.gov.uk 01344352020
Police		Emergency 999 Non-emergency 101
NSPCC Helpline		Call: 0808 800 5000 Email: help@NSPCC.org.uk

Legislation and Guidance

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This policy is based on the Department for Education's (DfE's) statutory guidance.

Links to further guidance can be seen in Appendix E.

Keeping children safe in education - GOV.UK (www.gov.uk) (KCSIE) which sets out the legal duties that all schools and colleges in England must follow to safeguard and promote the welfare of children under the age of 18 – At Storyy Alternative Provision, we also keep up to date with ongoing changes and follow the legal guidelines set out in KCSIE

Section 175 of the Education Act 2002 places a duty on schools and Local Authorities to safeguard and promote the welfare of students – We work alongside our commissioning schools and local authorities to ensure we are following both local and national safeguarding standards.

The School Staffing (England) Regulations 2009, which sets out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques – While we are not a registered school, Storyy Alternative Provision follows the appropriate safer recruitment guidelines, both our Head of Operations and Admin are safer recruitment trained. We hold our Single Central Record according to safer recruitment guidelines.

This guidance is a reference document for those involved in local-authority-maintained school governance however, Storyy Alternative Provision also choose to incorporate the associated Acts and Regulations into our own policies and every day procedure. It brings together essential information from a range of sources on the governing body's roles and legal responsibilities.

Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.

Working together to safeguard children - GOV.UK (www.gov.uk) DfE guidance outlines what organisations and agencies must and should do to help, protect and promote the welfare of all children and young people under the age of 18 in England.

Serious Crime Act 2015, Female Genital Mutilation Act 2003 which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children.

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children.

Statutory guidance on the Prevent duty, Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk). All schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism".

The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR).

The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their students regarding these characteristics. The Act allows our provision to take positive action to deal with particular disadvantages affecting students (where we can show it's proportionate). This includes making reasonable adjustments for disabled students. For example, it could include taking positive action to support girls where there is evidence that they're being disproportionately subjected to sexual violence or harassment.

The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve student outcomes. Some students may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.

Escalation of Concerns and Professional Disagreements about Decisions, including Convening an ICPC 4.5.3 Escalation of Concerns and Professional Disagreements about Decisions, including Convening an ICPC (proceduresonline.com).

Information sharing advice for safeguarding practitioners produced by the DfE, outlines the importance of sharing information about children, young people, and their families in order to safeguard children. It provides clarity on when and how information can be shared legally and professionally to achieve improved outcomes. It also includes the "Seven Golden Rules for Sharing Information", which provide a framework to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm. It is non-statutory and has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

Equality Statement, Children with Protected Characteristics

Some children are at greater risk of harm, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. At Storyy Alternative Provision we are committed to anti-discriminatory practice and ensuring that all children are provided with the same protection regardless of any additional needs, barriers or protected characteristics they may have. As stated in the Equality Act 2010, we recognise the protected characteristics that may be applicable to our students:

- Age
- Disability
- Gender questioning children
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

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

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- Who have a special educational need and/or disabilities (SEND) or health conditions.
- Who is a young carer (children and young people, under the age of 18, who provide care for a family member with illness, disability, mental health issues, or substance misuse.)
- Who could experience discrimination due to their race, ethnicity, religion, gender questioning or sexuality.
- Have English as an additional language.
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.
- Are asylum seekers.
- Are at risk due to either their own or a family member’s mental health needs.
- Are looked after or previously looked after.
- Who have ongoing unexplainable and/or persistent absences from education.
- Whose parent/carer has expressed an intention to remove them from school to be provided with elective home education (EHE).

All staff have a responsibility for early identification of young carers which is crucial within the safeguarding framework at Storyy Alternative Provision, as these students often face unique vulnerabilities that can significantly impact their wellbeing and development. Young carers - children and young people who provide care for a family member with illness, disability, mental health issues, or substance misuse - may experience social isolation, emotional distress, disrupted education, or increased responsibility beyond their years. These factors can place them at greater risk of harm, neglect, or falling through gaps in support systems. By identifying young carers early, we are better positioned to understand their individual needs, implement timely interventions, and ensure appropriate safeguarding measures are in place. Early recognition enables staff to work collaboratively with families and external agencies, ensuring that young carers receive the emotional, educational, and practical support necessary to thrive both academically and personally.

All staff hold a key responsibility to identify and assess young carers early, recognising that young carers may be at increased risk of emotional strain, educational disruption, and unrecognised safeguarding concerns. Staff should routinely use pastoral and safeguarding systems to pinpoint students exhibiting caring responsibilities, particularly when those responsibilities appear inappropriate for their age or start impacting attendance, wellbeing, or social development. Once potential young carers are identified, we will conduct a young carers initial assessment, which can be found on the relevant local authority website, or from the young carers service. See annex E.

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

Children with Special Educational Needs and Disabilities (SEND)

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

- Assumptions that indicators of possible abuse, such as behaviour, mood and injury, relate to the child’s impairment without further exploration.
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.

- Assumptions that children with SEND can be disproportionately impacted by things like bullying - without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours at Storyy or the consequences of doing so.
- Reluctance to challenge carers (professionals may over-empathise with carers because of the perceived stress of caring for a disabled child).
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/participation.

Children Looked After: A child is 'looked after' (in care) if they are in the care of the Local Authority for more than 24 hours. Children can be in care by agreement with parents or by order of a court. The placement providing the care can be a connected person to the child or a Local Authority approved foster carer.

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

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

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

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

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

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

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

- Making visible the disadvantages that children with a social worker can experience, enhancing partnerships between education settings and local authorities, including with children's social care, to help all agencies hold high aspirations for these children.
- Promoting practice that supports children's engagement in education, recognising that attending an education setting is an important factor in helping to keep children safe from harm.

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- Levelling up children's outcomes to narrow the attainment gap so every child has the opportunity to reach their potential – including helping to ensure that children with a social worker benefit from support to recover educationally from the impact of the pandemic.

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

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

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

Roles and Responsibilities

All staff (including Directors) are required to:

- Be able to identify who the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL's) are.
- Contribute to providing a safe environment where our students can learn and flourish.
- Contribute to supporting the students' 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 embedded 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, neglect and exploitation, and any other safeguarding issues that are prevalent at a local, contextual, or national scale at the time, this includes unexplainable and/or persistence absences from education.
- Respond and take action promptly regarding safeguarding and child protection concerns, and in line with the procedures outlined in this policy and local child protection procedures, ensuring good quality and secure record keeping and effective collaboration with other agencies takes place.

- Always remain professionally curious about signs and indicators – keeping in mind that it could happen here.

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

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

- Behaviour Policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice, and equality
 - Body confidence and self-esteem#
 - How to recognise an abusive relationship (including coercive and controlling behaviour).
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support.
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable.

The Head of Operations and DSL will take lead responsibility for safeguarding and child protection (including online safety and our systems for filtering and monitoring on Storyy devices and Storyy networks to keep students safe online). Whilst one of the DSLs is referred to as the 'lead' and will coordinate the DSL team, they are all trained at the same level to ensure that at all times one or more of them are available to carry out all of their designated functions in safeguarding.

- Whilst all of our staff are part of our safeguarding culture, it is the role of our DSL to receive information, review and make decisions about any necessary further considerations or actions needed to respond to any safeguarding matters that arise.
- The DSL and DDSL's will act as the main contact at Storyy when a child and their family are receiving support from the provisions, external agencies and statutory services.
- During term time, the DSL and DDSLs will be available during working hours for staff to discuss any safeguarding concerns.
- When the DSL is absent, please contact Deputy DSL(s).
- If the provision's DSL and deputies are not available or cannot be reached, typically during holiday periods, please contact Operations Managers Natalie Lee natalie.lee@storyy.group or Charlotte Linsell charlotte.linsell@storyy.group.

The full responsibilities of the DSL are set out in their job description, this includes:

- A good understanding of referral processes and threshold criteria, including how our local arrangements at Bracknell Forest Council and other relevant local authorities work (see Appendix D).
- Making sure all staff are aware of how to raise safeguarding concerns.
- Ensuring all staff understand the indicators of child abuse, neglect, and exploitation.
- 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.
- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in and/or lead early help support which may include a Families First Assessment and thereafter attend/chair Team Around the Child meetings.
- Take part in strategy discussions organised by the Local Authority's Children's Social Care and inter-agency meetings and/or support other staff to do so when required.
- Contribute to the assessment of children (when a child may have suffered harm or is at risk of harm).
- Refer suspected cases, as appropriate, to the relevant body (Local Authority Children's Social Care, Channel Programme, Disclosure and Barring Service, and/or Police), and support staff who make such referrals directly.
- Have a good understanding of behaviours that may impact on a child's engagement and learning that may require consideration through safety/support planning, this includes the impact on themselves but also to other children.
- Have a good understanding of harmful behaviours that may require risk management, safety planning and/or support in our provisions, this includes those presented by children within the setting, their parents/carer or associated adults where necessary.
- Have a good understanding of the filtering and monitoring systems and processes in place at our provisions.
- Assist the Provision Manager to review and respond to low-level concerns that may arise regarding staff.
- Share information and/or take part in statutory processes that involve reviewing and analysing of safeguarding practice and policies. This can include meetings held by Bracknell Forest Safeguarding Board in response to significant safeguarding incidences, child death and/or where a safeguarding practice review is required to determine learning and practice analysis.

The DSL will also:

- Keep the referring schools informed of any issues, the conversations with children and their families.
- Liaise with universal, targeted and statutory agencies, Local Authority workers (Children's Services and other key practitioners) when there are safeguarding concerns as appropriate (includes early help and child protection).
- Share information about incidences of sexual violence and sexual harassment with statutory colleagues such as Police and Children's Social Care colleagues in order to prepare and implement Storyy's policies.
- Be confident about what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment.

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- Be aware that children are entitled to have an 'Appropriate Adult' to support and help them in Police investigations or if there is threshold met for them to be searched. The full responsibilities of the DSL and deputy(s) are set out in their job description, see Annex C KCSiE.

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

Storyy Directors

Our Directors have a strategic role within our leadership and management team and must ensure that all staff comply with legislation and local guidance at all times.

The Directors will:

- Facilitate a whole-provision approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development for the setting.
- Evaluate and approve this child protection policy along with other policies related to safeguarding at each review, ensuring they comply with the law, and hold the DSL/DDSL to account for their implementation.
- Evaluate and approve recommendations/action plans identified through quality assurance activity that the DSL/DDSL undertakes to review safeguarding practice through audits and annual/termly governing reports to ensure that they have regular oversight and hold the Head of Operations accountable for the practice improvement.
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and the multi-agency safeguarding policies of the local authorities that we work alongside.
- Appoint a senior body level (or equivalent) lead to monitor the effectiveness of the provisions safeguarding arrangements including policies and their implementation, in conjunction with the full Senior Leadership Team. This is always a different person from the DSL.
- Ensure all staff undergo safeguarding and child protection training, including online safety according to their roles, and that such training is regularly updated and is in line with statutory guidance and Local Authority Safeguarding Board.
- Ensure that all directors have read Keeping Children Safe in Education in its entirety, and review compliance of this task at least annually and sign a declaration at the beginning of each academic year to say that they have reviewed the above guidance.
- Ensure that the provisions have appropriate filtering and monitoring systems in place and review their effectiveness.
 - This includes making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training and reviewing the DfE's filtering and monitoring standards and discussing with IT staff and service providers what needs to be done to support the provision in meeting these standards.

The Directors will ensure:

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- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support.
- Online safety is a running and interrelated theme within the whole-provision approach to safeguarding and related policies.
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place.
- The provision has effective procedures to manage any safeguarding concerns that arise. This includes those related to child welfare concerns, low level concerns and allegations made against staff.
- That this policy reflects those children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised.
- Where another body is providing services or activities on a Storyy site (regardless of whether or not the children who attend these services/activities are children registered with Storyy): & seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place and inspect them if needed to make sure there are arrangements for the body to liaise with Storyy about safeguarding arrangements, where appropriate.
- Make sure that safeguarding requirements are a condition of using Storyy premises, this includes however is not limited to recording and reporting of safeguarding concerns to the relevant DSL and following local authority safeguarding procedures.

The directors fully recognise the responsibilities that they have in keeping students safe, this is set out in KCSIE (2025) and in the Governance Guide. In summary this includes:

- The safeguarding policies and procedures at Storyy are effective and comply with current legislation.
- All staff understand their roles and responsibilities and are able to discharge them.
- The board has sufficient knowledge and capacity to fulfil its safeguarding responsibilities.
- Directors will ensure they have strategic oversight of safeguarding and gain assurances that safeguarding is effective.
- A safeguarding governor is appointed to take leadership responsibility for safeguarding arrangements in their provisions. Employees of the provisions, therefore, *should not* take up this role, nor should associate board members.
- The safeguarding governor will undertake training to support this role.

Training

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

Safeguarding Children Induction:

Aims: To ensure that all staff/volunteers are made aware of systems within the provisions which support safeguarding children.

Learning Objectives: To ensure that all staff know:

- Child protection policy: The process for responding to all forms of harm but in particular child-on-child abuse, directly and online.
- Behaviour policy: how to prevent prejudice-based discriminatory bullying
- Code of conduct: reporting low-level concerns, allegations against staff and whistleblowing
- Safeguarding children absent from education: Looking out for patterns of repeat occasions and prolonged periods
- Role of the Designated Safeguarding Lead (DSL): Who are they and how to share information about concerns.

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

Annual Safeguarding Training:

Universal (Level 1) Safeguarding Training for all staff will take place every three years, formally by an external approved provider but safeguarding training and awareness will take place regularly and at least annually throughout the academic year. This will include dissemination of key information from the DSL and DDSL(s), such as from DSL network meetings and briefings. Staff will complete and keep up to date with other key safeguarding training including, Prevent, FGM and online safety.

The DSL and DDSL(s) will have undertaken, as a minimum, the 'Targeted (Level 3) Designated Safeguarding Lead Training' by an external approved provider. This will be updated every two years in accordance with guidance.

Procedures:

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

- KCSIE (2025)
- Working Together to Safeguard Children (2023)
- The Prevent Duty
- The Pan Berkshire Child Protection Procedures

To support our safeguarding and child protection procedures the key contacts information is regularly communicated to our students, staff, parents/carers, and directors.

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

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

Confidentiality and Information Sharing

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

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

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

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

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

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

[For organisations | ICO](#) and [DfE non statutory information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers \(publishing.service.gov.uk\)](#)

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

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

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

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

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

The seven golden rules of information sharing are:

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1. **Data Protection Laws Are Not a Barrier:** Understand that sharing information is essential and lawful under data protection laws.
2. **Be Open and Transparent:** Communicate openly about the information sharing process.
3. **Seek Advice When Unsure:** If in doubt, consult with a knowledgeable person or authority.
4. **Share with Consent When Possible:** Always aim to obtain consent before sharing information.
5. **Balance Safety and Privacy:** Consider the safety of individuals while respecting their privacy.
6. **Share Information in a Necessary, Proportionate, Relevant, Timely, and Secure Manner:** Ensure that the information shared is appropriate for the situation.
7. **Document the Sharing Process and Rationale:** Keep a record of what information was shared, with whom, and why.

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

The following principles apply to Storyy Alternative Provision confidentiality agreement:

- Timely information sharing is essential to effective safeguarding.
- The Data Protection Act (DPA) 2018 does not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if:
 - It is not possible to gain consent.
 - It cannot be reasonably expected that a practitioner gains consent.
 - If to gain consent would place a child at risk.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- If a victim asks the provision not to tell anyone about the sexual violence or sexual harassment:
 - Even if a victim doesn't consent to sharing information, staff may still lawfully share it if there is another legal basis under the Data Protection Act that applies.
 - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.
- The DSL should consider the following points:
 - Parents or carers should normally be informed (unless this would put the child at greater risk).
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to Children's Social Care where the child resides.
 - Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the Police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the Police remains.
- Regarding anonymity, all staff will:
 - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.

- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved.
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- Have regard for the Government's publication Information sharing advice for safeguarding practitioners - GOV.UK (www.gov.uk) includes 7 'golden rules' for sharing information and will support staff who have to make decisions about sharing information with all relevant parties.
- If staff are in any doubt about sharing information, they can seek advice from our Operations Team, DSL or any person in a position of senior leadership or wider DSL team.

Record Keeping

We will keep accurate, written records of all concerns about students (noting the date, location, details of the incident), details of how the concern was followed up and resolved, actions taken, the rationale for decision making, decisions reached and the outcome.

Storyy Alternative Provision utilises CPOMs Student Safe and CPOMS Staff Safe for all concerns relating to our students and those who work with them.

We will ensure concerns and referral records are kept securely, in a separate child protection file for each child. Records will also include a clear and comprehensive summary of the concern(s).

In all cases of sharing information, we take into consideration sharing only the information that is necessary, proportionate for the intended purpose, relevant, adequate, and accurate.

Procedure for when you are concerned about a student

We define safeguarding as: protecting children from maltreatment (including within and outside of the home and online), ensuring they can develop mentally, physically, and socially in a safe environment, further enabling them to have the best outcomes. Staff will take action immediately and appropriately if they have any concerns about a child, providing help and support as soon as problems emerge. (Also reference figure 1 KCSIE 2025).

You have a concern about the student.



Speak to the DSL.

DSL reviews concern, including consulting the threshold guidance and makes a decision about next steps.



Decision made to monitor the concern and/or support internally.



Decision made to discuss the concern informally with the parents/carers and/or support internally such as completing the Early Assessment Framework/Young carer assessment.



Decision made to refer the concern to Early Help/Children's Social Care/MASH (and police if appropriate).

You believe a child is suffering or likely to suffer harm, or in immediate danger.



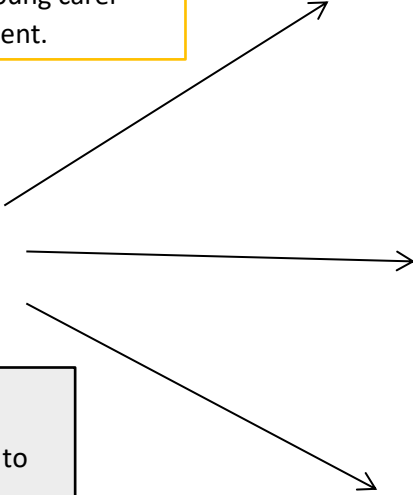
Immediately discuss with the DSL/DDSL, if not available or concerns are imminent, refer to Children's Social Care/MASH and/or police by contacting them by phone



Monitor & Review
If concerns escalate, make a referral.



Record & Review
Throughout keep safeguarding records up to date and secure.
Review the student's welfare and re-refer if appropriate.



Children's Social Care/MASH outcome according to threshold guidance.

If no threshold met, Storyy to refer/access other support as appropriate.

Procedure for FGM, Preventing Radicalisation and Mental Health

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

The Prevent Duty (2023) (under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015) requires us to have due regard to the need to prevent people from becoming terrorists or supporting terrorism, extremist ideology, and racialisation.

Storyy 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
<p>If you discover that FGM has taken place, or a student is at risk of FGM any teacher must immediately report this to the police. Following this, contact will then be made to Children's Social Care.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>If there is an immediate threat, call 999.</p> <p>If you have concerns that a student may be at risk of radicalisation, discuss this with the DSL immediately.</p> <p>This may then include making a Prevent referral preventreferralsbracknell@thamesvalley.pnn.police.uk.</p> <p>For further information visit Preventing violent extremism Bracknell Forest Council (bracknell-forest.gov.uk)</p> <p>And/or contact justin.whitlock@bracknell-forest.gov.uk for further advice.</p>	<p>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.</p> <p>If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.</p>

Child-on-Child Abuse

Our zero-tolerance approach to any form of child-on-child abuse is supported by our pastoral curriculum, PSHE curriculum, relationships, sex and health education, behaviour policy and our child-on-child policy, On-line safety 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 \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

We recognise that some groups are potentially more at risk. Evidence shows that girls, children with special educational needs and disabilities (SEND), and children who are lesbian, gay, bisexual, or questioning their gender are at greater risk. 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:

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

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 child-on-child abuse

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

- The DSL is informed.
- All staff understand and will challenge inappropriate behaviour between children.
- Our response to child-on-child abuse will be immediate and supportive for all involved, and we will work with key agencies if appropriate to mitigate any further risks (such as parents/carers, Police, Children's Social Care).
- 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 and Filtering

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. Exposure to misinformation, disinformation (including fake news) and conspiracy theories.
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 and online safety and filtering and monitoring log.
- Storyy will take the appropriate action to meet the cyber security standards and apply guidance about Generative AI.

Our online safety procedure is further 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.
- We have robust processes (including filtering and monitoring systems).
- We set clear guidelines for the use of mobile phones for the whole of our provisions.
- 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. In addition, we will ensure at least one governor has completed the cyber security training. - Cyber security and governance | National Governance Association
- Meeting Generative AI guidance and : <https://www.gov.uk/guidance/plan-technology-for-your-school>
- 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/carers.
- We communicate to our parents/carers on online safety and filtering and monitoring.

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 authority channel.
- Support can be short-term and preventative, focusing on areas such as online safety and early indicators of exploitation. The team also provides longer-term intervention where there are clear signs or evidence that a child or young person is being exploited.

Critical Incidents, including a child death

In the event of a critical incident, we will take immediate action which will include contacting the relevant MASH team, to ensure an appropriate, multi-agency response. If we are aware of a child death (whether expected or unexpected), we will contact the MASH team and respond in line with

the [Child Death Overview Panel | Bracknell Forest Council \(bracknell-forest.gov.uk\)](https://bracknell-forest.gov.uk) and [Child Death Overview Panel - schools bereavement pack \(bracknell-forest.gov.uk\)](https://bracknell-forest.gov.uk).

Working Together

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

Local key agencies include but not limited to:

- Safeguarding our Schools Team
- Education Welfare Service
- Youth Justice Team
- Relevant Multi-Agency Safeguarding Hubs
- Children's Social Care
- Alternative Provision Providers
- SEMH Inclusion Team
- Special Education Needs Department's
- Public Health Team
- Virtual School
- Young Carers Service
- The Make Safe Team
- Police
- LADO
- Child and Adolescent Mental Health Services (CAMHS)

For those students who have a social worker and/or youth justice worker, we will notify the Youth Justice Team and/or Children's Social Care if:

- If a student's session is ended early.
- If there are unexplainable and/or persistent/severe absences from the provision, unauthorised absence, or missing sessions 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.

As a provision, we have an appointed Designated Teacher and will work collaboratively with the Virtual School to improve the educational outcomes for these students by monitoring attendance, progress, and attainment, ensuring the Personal Education Plan's (PEPs) are completed in a timely manner and meetings take place. The DT will act as an advocate for the CLA, PCLA and Kinship and will also work with partners to raise aspirations for this cohort of children. As a provision, we will communicate in a timely manner with the Virtual School regarding any concerns.

As a provision will be 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 [Resolving Professional Difference of Opinion and Escalation \(proceduresonline.com\)](https://proceduresonline.com) 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.

Communication with Parents/Carers

When working with parents/carers, our approach will be in line with the four principles set out in the statutory guidance: Working Together to Safeguard Children 2023.

In addition:

- Ensure that parents/carers are informed of the responsibility placed on the provision and staff in relation to child protection.
- Undertake appropriate discussion with parents/carers, including prior to involvement of another agency unless the circumstances preclude this action. If Storyy believes that notifying parents/carers could increase the risk to the child or exacerbate the situation, advice will be sought from Children's Social Care.
- Regularly communicate key safeguarding education relevant to parents/carers, including how to support their child in being safe at Storyy, 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 and volunteers (ASV)

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. Our recruitment procedures aim to deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in our provision.

One member of staff on the recruitment panel will have completed Safer Recruitment training and the provision will adhere to all checks including online checks of all potential new staff at the shortlisting stage in accordance with Safer Recruitment protocols.

All allegations against staff and volunteers will be managed confidentially and taken seriously. Where necessary, advice will be sought from both the Local Authority Designated Officer (LADO) and Human Resources.

We will adhere to the Storyy Low Level Concerns policy where there may be a concern regarding a member of staff, or contractor when:

- The concern may be inconsistent with the staff code of conduct.
- The concern does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

The purpose of this low level concerns policy is to embed a culture of openness, trust, and transparency in which Storyy's values and expected behaviour set out in the staff code of conduct are lived, monitored, and reinforced constantly by all staff.

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 relevant LADO as appropriate.

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

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

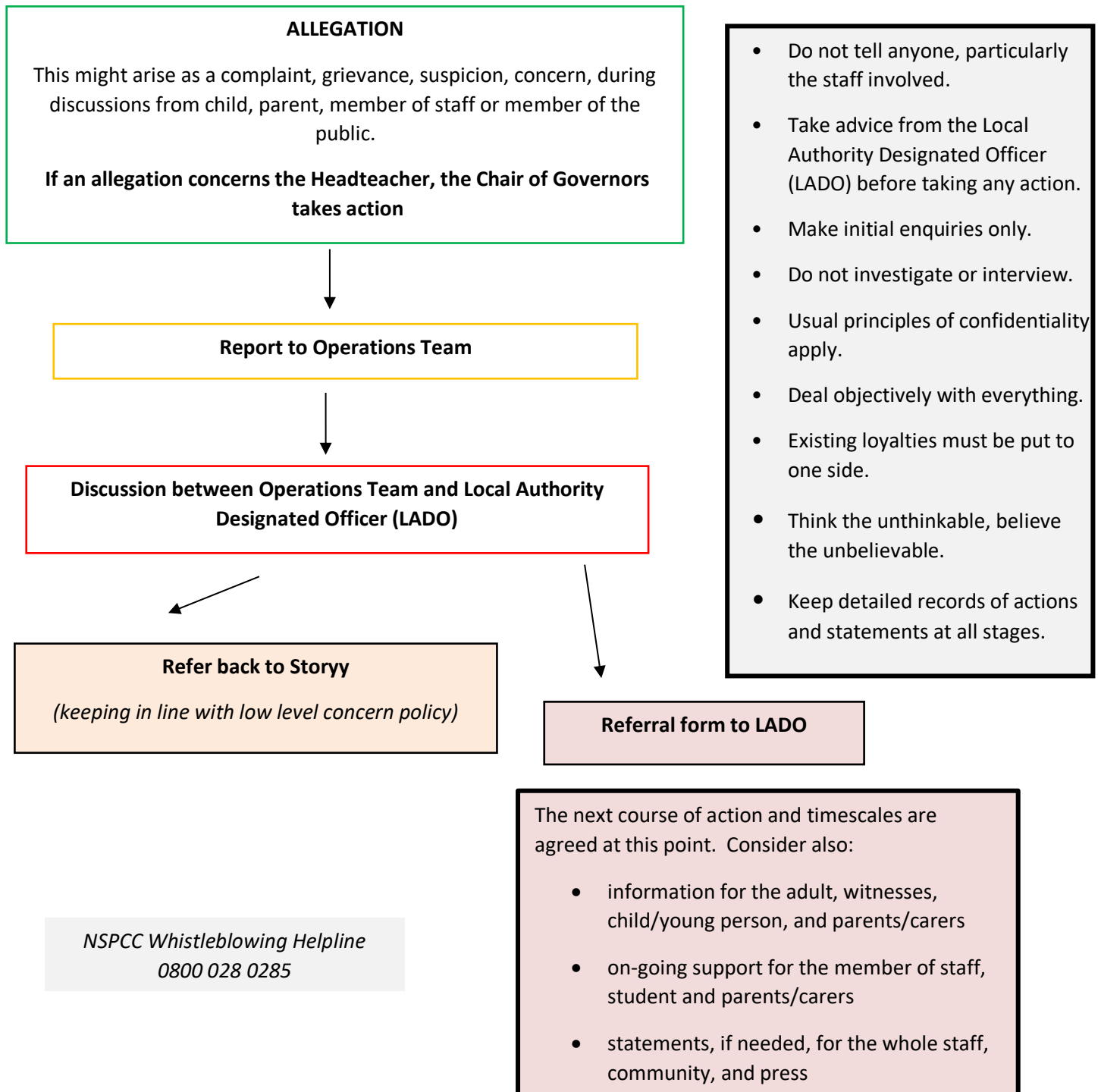
- General advice on whistleblowing can be found at [whistleblowing for employees](#).
- The NSPCC Whistleblowing Advice Line is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by Storyy AP. Staff can call 0800 028 0285 – and the line is available from 08:00 to 20:00 Monday to Friday, and 09:00 to 18:00 at weekends. The email address is help@nspcc.org.uk.

All low-level concerns are to be reported using CPOM's Staff Safe where member of the Operations Team will investigate. 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 staff 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).

Procedure for managing safeguarding concerns and allegations made about staff and contractors.

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



Appendix A

Abuse, Neglect and Exploitation (extracted from Keeping Children Safe in Education (2025))

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 Storyy's policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate 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.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE): Forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Early identification within educational settings is critical, as schools are often the first place where changes in behaviour, attendance, or wellbeing can be noticed. Staff play a vital role in recognising signs of exploitation and ensuring timely intervention and support.

Child-on-child abuse 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 children (sometimes known as 'teenage relationship abuse').
- 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).

KCSIE - Annex B contains important additional information about specific forms of abuse, exploitation and safeguarding issues. All Storyy staff who work directly with children should read Annex B.

Appendix B

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

- Attendance policy
- Behaviour policy
- Complaints procedure
- Equalities policy
- Health and Safety policy and other linked policies and risk assessments, including First Aid
- GDPR policy

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- Low level concerns policy
- Medical conditions & administration of medicines policy
- Mobile phone and smart technology policy
- Offsite activities policy and risk assessments
- Online safety policy (including filtering and monitoring)
- Personal & intimate care policy
- Positive handling and physical intervention policy and guidance
- Premises inspection checklist
- PSHE policy
- Relationships and sex education policy
- Safer Recruitment
- Special educational needs and disabilities policy
- Staff code of conduct/behaviour policy
- Staff disciplinary policy and procedures/disciplinary rules
- 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
- 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
- Young Carer
- 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

Appendix E - Links to Further Guidance:

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

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

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

Bracknell Forest Alternative Provision Guidance [Welcome to Alternative Provision | Can-Do | Bracknell Forest \(bracknell-forest.gov.uk\)](#)

[Bracknell Forest Safeguarding Board](#)

Bracknell Forest Safeguarding Board Child Neglect Strategy [child_neglect_strategy_2023-26_final.pdf \(bracknellforestsafeguarding.org.uk\)](#)

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

Bracknell Forest Threshold Guidance [BF Children's Threshold Guidance 2023 \(bracknellforestsafeguarding.org.uk\)](#)

Bracknell Forest Young Carers Guidance <https://www.bracknell-forest.gov.uk/health-and-social-care/care-and-support/support-carers-bracknell-forest/young-carers>

[Criminal exploitation of children and vulnerable adults: county lines - GOV.UK \(www.gov.uk\)](#)

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

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

[DfE non statutory information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers \(publishing.service.gov.uk\)](#)

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

'We're creating a world where every young person has a brighter future'

Farrer & Co [addressing-child-on-child-abuse.pdf \(farrer.co.uk\)](#)

Governance Guides [Maintained schools governance guide - Guidance - GOV.UK \(www.gov.uk\)](#) and [Academy trust governance guide - Guidance - GOV.UK \(www.gov.uk\)](#)

[HM Government - Multi-agency statutory guidance on Female Genital Mutilation \(publishing.service.gov.uk\)](#)

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

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

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

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

NSPCC Harmful Sexual Behaviour Framework
<https://learning.nspcc.org.uk/researchresources/2019/harmful-sexual-behaviour-framework>

[Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](#)

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

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

[Sharing nudes and semi-nudes: advice for education settings working with children and young people \(updated March 2024\) - GOV.UK \(www.gov.uk\)](#)Home - Shore

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

[Supporting students at school with medical conditions \(publishing.service.gov.uk\)](#)

[Teaching online safety in schools - GOV.UK \(www.gov.uk\)](#)[Plan technology for your school - 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 \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](#)

[Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](#)
[Working together to improve school attendance - GOV.UK](#)