

Wootton Bassett Infants' School



Safeguarding and Child Protection Policy

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The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2026)			

**Any changes to key personnel/holiday/emergency contacts will be shared with the appropriate agencies.*

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1.1 Definitions

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children 2026 as:

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

Child Protection is part of safeguarding and promoting the welfare of children and is defined in Working Together to Safeguard Children as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including in foster care and residential care, as well as online.

Under statutory guidance and legislation action must be taken to safeguard and promote the child's welfare.

Effective safeguarding is anti-discriminatory and anti-racist. All practitioners should understand and be sensitive to factors, including economic and social circumstances, ethnicity and disability which can impact children and families' lives.

1.2 Introduction

At **Wootton Bassett Infant School**:

- Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who encounters children, their families, and carers, has a role to play.
- In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should always consider what is in the **best interests** of the child.
- We take an '**it can happen here**' approach where safeguarding is concerned.
- **Everyone** who encounters children has a role to play in identifying concerns, sharing information, and taking prompt action.
- Victims of harm should **never** be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Wootton Bassett Infant School is committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children and young people can learn.
- Acting on concerns about a child's welfare immediately.
- Fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.

All action taken by Wootton Bassett Infants' School will be in accordance with current legislation and guidance. The following safeguarding legislation and guidance has been considered when drafting this policy:

- [Education Act 2002 Section 175 \(maintained schools only\)](#)
- [Education Act 2002 Section 157 \(Independent schools incl Academies and CTC's\)](#)
- [The Education \(Independent School Standards\) \(England\) Regulations 2003](#)
- [The Safeguarding Vulnerable Groups Act 2006](#)
- [Teachers' Standards \(Guidance for school leaders, school staff and governing bodies\)](#)
- [Working Together to Safeguard Children](#)
- [Keeping Children Safe in Education](#)
- [Information Sharing 2024](#)
- [What to do if you're worried a child is being abused](#)
- [Filtering and monitoring standards in schools and colleges \(DfE\)](#)
- [Use of reasonable force and other restrictive interventions guidance](#)
- [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](#) Section 3 of the Early Years Foundation Stage (EYFS) statutory framework should be read alongside this policy and Keeping Children Safe in Education where children aged 0 to 5 attend school-based nurseries or reception classes (KCSIE 2026). **(Delete if not appropriate)**
- Local Guidance from the Local Safeguarding Children Partnership: [Wiltshire Safeguarding Vulnerable People Partnership \(SVPP\) - Home page](#)
- [Prevent duty guidance: England and Wales \(2023\) - GOV.UK](#)
- [Generative artificial intelligence \(AI\) in education - GOV.UK](#)

This policy should be read in conjunction with the following policies:

- Recruitment and Selection
- How to report Low Level Concerns
- Whistleblowing and Public Interest Disclosure
- Code of Conduct for Staff/ Staff Behaviour Policy
- Behaviour (which should include measures to prevent child on child bullying, harmful sexual behaviour including cyberbullying, prejudice-based and discriminatory bullying, and suspensions and exclusions)
 - E-Safety
 - Pupil Wellbeing Policy
 - Attendance (including the safeguarding response to children who are absent or are missing from education)
 - Health and Safety
 - Mobile phone policy

Through regular monitoring, Head Teacher should ensure that the above policies and procedures, adopted by governing bodies and proprietors, are accessible, understood and followed by all staff.

1.3 Equality and diversity

With regards to safeguarding, we will consider our duties under the [Equality Act 2010](#) and our general and specific duties under the [Public Sector Equality Duty](#). General duties include:

- Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published under Wootton Bassett Infants equality statement and measurable objectives. <https://woottonbassett-inf.wilts.sch.uk/policies>

Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This will be in line with our Special Educational Needs and Disability Policy. <https://woottonbassett-inf.wilts.sch.uk/policies>

Wootton Bassett Infants' School also adheres to the principals of and promotes anti-oppressive practice in line of the [United Nations Convention of the Rights of the Child](#) and the [Human Rights Act 1998](#).

1.4 Overall Aims

This policy will contribute to the safeguarding of children at Wootton Bassett Infant School by:

- Clarifying safeguarding expectations for members of the education setting's community, staff, volunteers, governing body, learners, and their families.
- Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the setting built on shared values; and that our learners are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice, and are listened to.
- Understanding extra-familial risks, recognising that the setting's site can be a location where harm can occur.
- Setting expectations for developing knowledge and skills within the setting's community (staff, learners, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.
- Early identification of need for vulnerable learners and provision of proportionate interventions to promote their welfare and safety.
- Working in partnership with learners, parents, and other agencies in the Local Safeguarding Partnership including Early Help/Family Help.

Wootton Bassett Infants' School is named as a relevant agency in the Local Safeguarding Partnership (Wiltshire Safeguarding Vulnerable People Partnership). This policy sets out its statutory duty to co-operate, follow and comply with published arrangements as set out by the Wiltshire Safeguarding Children Partnership's professional expectations, roles, and responsibilities.

1.5 Professional expectations, roles and responsibilities.

1.5.1 Role of all staff

- All staff will read and understand Part 1 of Keeping Children Safe in Education (2026) in full. Those working directly with children will also read Annex A (Further information).
- In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding/Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing or are absent from education; and the role of the Designated Safeguarding Lead (DSL).
- Know who and how to contact the DSL and any deputies, the Chair of Governors, and the Governor responsible for safeguarding.
- All staff will be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:
 - who may need a social worker and may be experiencing abuse or neglect.
 - requiring mental health support.
 - may benefit from early help.
 - where there is a radicalisation concern.
 - where a crime may have been committed.
- Be clear as to the setting's policy and procedures about child-on-child abuse, children missing or absent from education and those requiring mental health support, and the impact of technology in relation to online safety including online filtering and monitoring processes.
- Be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable learners and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- Record concerns appropriately and in a timely manner by using the setting's safeguarding systems.
- Be aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the school.

1.5.2 - Role of the Designated Safeguarding Lead (DSL) and Deputies (DDSL)

Duties are further outlined in Keeping Children Safe in Education (2026, Annex B)

Details of our DSL and Deputy DSL and how to contact them are available on the Wootton Bassett Infant School website, our newsletters, the noticeboard in reception and on posters throughout the school. We also have a confidential safeguarding mailbox safeguarding@woottonbassett-inf.wilts.sch.co.uk.

- The DSL is a senior member of staff who undertakes lead responsibility for safeguarding and child protection within the setting.
- The DSL (and any deputies) have undertaken the Wiltshire Council Child Protection Training to ensure they are compliant with the Wiltshire Council requirement for DSLs.
- The DSL is the Head Teacher, and works with relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that learners in need are experiencing or have experienced, and identifying the impact that these issues might be having on learner's attendance, engagement and achievement at school or college.
- Activities include the management of work undertaken by any Deputy DSLs.
- Manages early identification of vulnerability of learners and their families from staff through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns and referrals.

- Manages referrals to local safeguarding partners where learners with additional needs have been identified. These can include those –
 - who need a social worker and may be experiencing abuse or neglect.
 - requiring mental health support.
 - who may benefit from early help/family help.
 - where there is a radicalisation concern.
 - where a crime may have been committed.

The DSL will also:

- Work with others – acting as a point of contact for outside agencies about safeguarding.
- Support and advise other staff in making referrals to other agencies.
- When required, liaise with the case manager and the Local Authority Designated Officer (LADO) Service in relation to child protection cases which concern a staff member.
- Coordinate regular safeguarding training and updates and raise awareness and understanding to the school community around policies and practice in relation to safeguarding.
- Help promote educational outcomes by sharing information about vulnerable learners with relevant staff. This includes ensuring that staff:
 - know who these children are,
 - understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
 - Are supported to identify the challenges that children in this group might face.
 - Provide additional academic support or make reasonable adjustments to help children who have **or have had** a social worker to reach their potential.
- Ensure the secure transfer of the Child Protection File when a child moves to a new setting-within 5 days for in year transfer or the first 5 days of the start of a new term.
- Arrange adequate and appropriate cover arrangements for any out of hours/out of term activities, e.g. attendance at Strategy and Initial Child Protection Conferences out of term time and share out of term time contact details with the Local Authority
- Work with the SLT member who has lead responsibility filtering and monitoring systems to monitor and ensure their effectiveness and know how to escalate concerns when identified. Take the lead and support the Filtering and Monitoring team in conducting an annual review on filtering and monitoring which is presented to governors.
- Support the role and duties of the named lead for health, safety and site security.
- Understand and reflect the views, wishes and experiences of children.

1.5.3 - Role of the Governing Body –

Duties are further outlined in Keeping Children Safe in Education (2026, Part 2)

There is a senior board level lead who takes responsibility for the setting's safeguarding responsibility to ensure that safeguarding and child protection practice, process, and policy (including online safety) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding Partnership arrangements.

The appointed Safeguarding Governor will liaise with the Head Teacher and the DSL to produce an annual report for governors and complete the annual S175/157 safeguarding audit from Wiltshire Council.

- Ensure that the school remedies any actions brought to its attention without delay.
- Ensure that this document is updated annually (or when there are significant updates)
- Ensure that the DSL is an appropriate senior member of the school's senior leadership team and ensure that they have the appropriate status, authority, skills and experience within the school to carry out the duties of the post.
- Ensure that they attend Wiltshire training and that safeguarding learning for the school community is robust and effective.
- Ensure that learners are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#) and Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)
- Ensure that teachers, including supply teachers, trainee teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe in Education (DfE 2026, Part 3).
- Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to learners, this includes having a process to manage low level concerns.
- Ensure that systems are in place for learners to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.
- Ensure that the setting has systems in place to prevent, identify and respond to child-on-child harm (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting's online safety practices including filtering and monitoring.
- Appoint a designated teacher to promote the educational achievement for children in care and other care arrangements.
- Receive an annual filtering and monitoring assurance report and review the effectiveness of arrangements.

1.6 Safeguarding training for staff

Governing bodies and proprietors will ensure that all staff members undergo safeguarding and child protection (including online safety and cybersecurity) training at induction.

1.6.1 - All staff:

- Will receive appropriate safeguarding and child protection refresher training at least annually (via formal training, email e-bulletins and staff meetings).
- Will receive online safety and cybersecurity training annually.
- Must complete Female Genital Mutilation (FGM) awareness training and will understand their legal duty under the Mandatory Reporting Duty.
- Must complete PREVENT awareness training annually. This is to ensure that they can comply with the legal expectations under the PREVENT duty.
- Will receive training which includes clear reference to staff codes of behaviour and professional boundaries, and on the reporting of low-level concerns, internal whistleblowing policy and guidance for escalation. All staff should receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

1.6.2 - Designated Safeguarding Lead and deputies:

- Will undergo formal training provided by the Wiltshire Council to provide them with the knowledge and skills and training (including online safety) required to carry out the role. The training will be updated every two years.
- Deputies will be trained to the same level as the DSL.
- The DSL and any deputies will liaise with the SVPP and SEA team to ensure that their knowledge and skills are updated. This could be via e-bulletins, attending DSL forum meetings, attending additional training and taking time to read and digest safeguarding developments.

1.6.3 - Other training considerations:

- The governing body will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line with School Staffing (England) Regulations 2009.
- Members of the senior leadership team will make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions will carry out their duties with a safeguarding consideration.
- The Designated Teacher for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.
- The mental health lead has access to appropriate training.
- Training around safeguarding issues in Annex A (including online safety and filtering and monitoring) will be integrated, aligned, and considered as part of a whole school safeguarding approach.
- Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies.
- Governors and trustees receive appropriate safeguarding and child protection training at induction.

1.7 Safeguarding in the curriculum

Wootton Bassett Infants' School is dedicated to ensuring that children are taught about how to keep themselves and others safe, including online. We recognise that effective education should be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities (SEND). This is part of a broad and balanced curriculum. This includes:

- Working within statutory guidance in respect to [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/relationships-and-sex-education-rse-and-health-education); and [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-foundation-stage-eyfs-statutory-framework)
- Personal, Social, Health and Economic (PSHE) education, to explore key issues at an age-appropriate stage 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, and

- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- A whole-setting preventative education approach that prepares children for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict.
- Appropriate filtering and monitoring systems are in place to ensure that 'over- blocking' does not lead to unreasonable restrictions as to what children can be taught about online teaching and safeguarding. (Further information can be found in KCSIE 2026)
- The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the DSL and safeguarding team (e.g., to respond to an increase in bullying incidents).
- Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum.
- Enabling learners to inform the curriculum via discussions with the school council and pupil voice.

1.8 Safer recruitment and safer working practice

1.8.1 - Safer recruitment

Wootton Bassett Infants' School pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education', Part Three (2026), ensuring we maintain an accurate Single Central Record.

- This includes scrutinising applicants, by verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and identifying any gaps within this, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.
- It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity. An enhanced DBS with barred list check will be completed for all volunteers taking part in regulated activity in line with The Crime and Policing Act 2026.
- Applicants must provide an application form, and Curriculum Vitae will not be accepted as a stand-alone.
- As a setting we will conduct online searches as part of our due diligence checks on short-listed candidates and inform them of this.
- All recruitment materials will include reference to Wootton Bassett Infant School's commitment to safeguarding and promoting the wellbeing of learners.
- Where applicable, third-party assurances are sought for contractors who are required on site, including identification checks on arrival.
- Under no circumstances will a volunteer/employee/contractor on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

1.8.2 – Work Experience

Where a person supervising a child on a work experience placement for a child under the age of 16, provides teaching, training, instruction, care or supervision frequently, on more than 3 days in a 30-day period, or overnight, this is regulated activity and an Enhanced DBS with barred list check will be requested.

Wootton Bassett Infants' School cannot request an enhanced DBS check with barred list information from a work experience provider for staff supervising children aged 16 to 17; instead, [Name of school] will seek assurance that the placement provider has appropriate safeguarding policies and procedures in place before any placement begins.

1.8.3 – Visitors

All visitors complete a signing in/out process, wear a school ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role (e.g. fire officer, police, LA staff) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. Careful consideration is given to the suitability of any external organisations. Professionals may also be required to provide a letter of assurance from their organisation that safer recruitment checks have been completed.

If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity and confirm the reason for the visit.

1.8.4 – Site Safety

Risk assessments are undertaken and maintained in accordance with the school's health and safety policy. The school ensures that when our premises are hired or rented to other organisations (ASC, evening and weekend clubs) including shared site providers who work with children, those organisations adhere to the guidance for out-of-school settings. [After-school clubs, community activities and tuition: safeguarding guidance for providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/after-school-clubs-community-activities-and-tuition-safeguarding-guidance-for-providers)

Where the school's premises are hired or rented to another organisation, Wootton Bassett Infants' School will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place, including inspecting these where needed, and will ensure there are arrangements for the provider to liaise with the school on safeguarding matters. Safeguarding requirements will be included as a condition of use in any lease or hire agreement, and failure to comply with this could lead to termination of that agreement.

The school maintains comprehensive emergency preparedness plans to respond to emergencies and critical incidents, in line with the requirements of Martyn's Law. These plans include procedures for evacuation to alternative premises, invacuation to a designated safe internal area, lockdown arrangements. Regular practice drills are conducted to ensure staff and children are familiar with emergency procedures and can respond effectively.

Child absconding/missing from site

Any incident where a pupil leaves the school site without permission, leaves staff supervision, or where their whereabouts become unknown will be treated as a safeguarding incident. The school's response will be proportionate to the child's age, understanding, vulnerabilities and level of assessed risk. The DSL will be informed immediately, a search of the school grounds should be undertaken, parents/carers contacted, and where vulnerability factors are identified, the police and Children's Social Care will be notified. All incidents will be recorded as safeguarding, reviewed and used to inform future risk assessment and safeguarding planning.

1.8.5 – Off site visits and exchange visits

We carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

1.8.6 - Use of restrictive interventions

At Wootton Bassett Infant School our aim is to create a safe, secure and supportive environment for all our pupils and staff. There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

- The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance [Use of reasonable force and other restrictive interventions guidance](#)
- There is robust recording and reporting of any incident where restrictive interventions including reasonable force and seclusion have been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family.
- Further details can be found in our behaviour policy/use of restrictive interventions policy. <https://woottonbassett-inf.wilts.sch.uk/policies>

1.8.7 - Whistleblowing procedures

Staff are aware of the following whistleblowing channels for situations where they feel unable to raise an issue with the senior leadership team or feel that their genuine concerns are not being addressed:

- General guidance can be found at: Advice on whistleblowing <https://www.gov.uk/whistleblowing>.
- The NSPCC whistleblowing helpline is available [here](#) for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.
- The above channels are clearly accessible to all staff (in the staff handbook, code of conduct and staff notice boards).
- Whistleblowing policy <https://woottonbassett-inf.wilts.sch.uk/policies>

1.9 Early Years settings within schools including reception age children (no pre-school or nursery on site)

1.9.1 - Legal and policy framework

As an early years provider delivering the Early Years Foundation Stage (EYFS), we are required to meet the specific safeguarding and child protection duties set out in the [Childcare Act 2006](#), the [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#) and other related statutory guidance

Wootton Bassett Infants' School will ensure that children taught in reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

1.9.2 Suitable people

When employing early years staff we will follow the school's Safer Recruitment processes to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

We will not allow anyone whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.

Staff policies will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so that they are aware of their role and responsibilities, all school policies and the school's expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff (including support staff) in the early years setting, we will follow the school Policy. We will also inform Ofsted as soon as possible or within 14 days of any allegations of serious harm or abuse by anyone, working or looking after children at the premises whether the allegations of harm or abuse are alleged to have been committed on the premises or elsewhere, for example, on a visit.

Where early years staff are taking medication that may affect their ability to care for young children, they need to notify the head teacher and seek medical advice. Practitioners will only be allowed to directly work with children if the medical advice received confirms that the medication is unlikely to impair that person's ability to look after children properly. All medication on the premises will be stored securely, and out of reach of children, at all times.

1.9.3 Staff training, skills and supervision

We will ensure that:

- All staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy;
- All early years staff who have contact with children and families will receive supervision that helps them to effectively safeguard children by providing opportunities to discuss any issues – particularly concerning children's development or well-being, including child protection concerns and Identify solutions to address issues as they arise.
- All early years staff are able to communicate effectively in English both orally and in writing;
- A member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies children on school trips; and

1.9.4 Staff ratios

We will ensure that:

- Staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe;
- Parents are kept informed of staff members and numbers; and
- Children are kept within staff sight and hearing at all times.

For before and after school provision, we will decide how many staff will be required for adequate supervision based on the age and needs of the children attending.

1.9.5 Health

We will:

- Promote the health of children attending the early years provision;
- Take necessary steps to stop the spread of infection;
- Administer medicines only in line with the school's policy;
- Take appropriate action where children are ill;

- Ensure any meals provided are nutritious and prepared in a hygienic manner; and
- Notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.

1.9.6 Health and safety and suitability of premises

We will ensure that all indoor and outdoor spaces and facilities used for early years are safe and fit for purpose and comply with school policies and standards for site safety and health and safety. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

We have specific procedures for ensuring that records of parents' details and contact numbers for emergencies are kept up to date and that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as procedures for dealing with uncollected children.

1.9.7 Managing behaviour

We will take all reasonable steps to ensure that behaviour management techniques are appropriate to the child's age and that corporal punishment is not used or threatened. However, staff will be permitted to use appropriate physical intervention in line with the school policy, local procedures and any plans which will be specific for each child depending on their situation. We will keep a record of any occasion where physical intervention is used and parents/carers will be informed on the same day, or as soon as reasonably practicable.

1.9.8 Attendance

Although statutory attendance requirements apply from the term after a child turns five, we recognise the importance of establishing strong attendance habits from the earliest stages of education. Regular attendance in early years lays the foundation for future learning, wellbeing, and safeguarding.

1. Expectations and Responsibilities

- Parents and carers are expected to ensure that children attend their early years provision regularly and punctually, even if attendance is not yet compulsory.
- We will maintain accurate daily attendance records for all children in our provision.
- Absences should be reported by parents/carers on the first day, with a clear reason provided. Unexplained or prolonged absences will be followed up in line with safeguarding procedures.

2. Safeguarding and Early Intervention

- In line with Keeping Children Safe in Education (2026) and the EYFS statutory framework, persistent or unexplained absence in early years may be treated as a safeguarding concern.
- We will make timely contact with parents and carers and escalate concerns where necessary, including the use of multiple emergency contacts and referrals to external agencies if appropriate.
- Attendance concerns will be addressed through early help processes, with support offered to families to overcome barriers such as routines, transport, or health-related issues.

3. Promoting Positive Attendance

- We will work in partnership with parents to promote the benefits of regular attendance from the outset, using induction meetings, newsletters, and parent workshops to reinforce expectations.
- Staff are trained to recognise the impact of absence in early years and to respond with sensitivity and support.