



SAFEGUARDING NEWSLETTER

24 JUNE 2026

Child-to-Parent Aggression

Child-to-Parent Aggression and Violence (CAPA, sometimes referred to as CAPVA) describes a pattern in which a child or young person uses physically or emotionally harmful behaviour towards a parent or caregiver in the home. It is more common than most professionals realise, and significantly under-reported.

Research commissioned by the Mayor of London's Violence Reduction Unit found that at least 40 per cent of parents or carers who experienced violence from their children chose not to report it, with shame and fear of criminalisation among the most common reasons. Separate research from Respect found that CAPVA featured in between 21 and 27 per cent of youth offending caseloads, and accounted for between 64 and 67 per cent of police domestic abuse incidents where the suspect was under 18.

Families experiencing CAPA often present to school staff before they reach any other service. The impact shows up in children's behaviour, attendance, and emotional wellbeing: presentations that schools are already managing, often without the fuller picture of what is happening at home.

Changes to Regulated Activity and DBS Checks

From 1st September 2026, the Crime and Policing Act 2026 removes the supervision exemption from the definition of regulated activity. Previously, a volunteer supervised by a member of staff in regulated activity fell outside that definition, regardless of how often they were present. From 1 September, that exemption no longer applies.

Volunteers who teach, train, instruct, care for, or supervise children on more than 3 days in any 30-day period, or take part in any overnight stay between 2am and 6am, are now in regulated activity. Schools must ensure these volunteers have an enhanced DBS check that includes children's barred list information.



QUESTION OF THE WEEK

A parent volunteer who helps with a weekly reading group asks the class teacher, "Would you mind if I came in two days a week from now on? I've got more time these days." The teacher likes the volunteer, the children enjoy having them in, and it feels like a small, sensible request to agree to on the spot.

What should the teacher do about this request, and why might it matter who decides?

Answer

Requests like this often feel like a simple scheduling matter between a teacher and a volunteer they already trust, but a change in frequency can change a volunteer's safeguarding status. Decisions about a volunteer's level of access, including how often they're in school, are not for individual staff to agree informally, even with good intentions. These decisions need to sit with the DSL or headteacher, who can consider what checks are in place and whether anything needs to change.

Key points:

- A friendly, reasonable-sounding request can still have safeguarding implications staff aren't expected to assess
- Agreeing informally, even briefly, can mean a change in access happens before anyone has reviewed it
- Staff should feel comfortable saying "let me check with the office" without it feeling awkward or distrustful
- The right response is to pass the request on, not to decide whether it's reasonable
- This protects the volunteer too, by making sure any necessary checks keep pace with their role
- A consistent message across the school avoids volunteers being told different things by different staff