

Woodlands Schools



Safeguarding Child Protection Policy

This Policy must be read in conjunction with the following documents:

Whistleblowing Policy	Safeguarding Procedures – Staff Guidance
Staff Handbook – Safer Recruitment	Emergency Plan
Educational Visits and Trips	Safeguarding of Vulnerable Adults
Anti-Bullying	
Staff Anti-Bullying	
Mobile Phones and Camera Policy – Little Acorns	
Use of Cameras and Mobile Phones Policy – School including EYFS	
Keeping Children Safe in Education – Sept 2018 (Appendix A)	
Working Together to Safeguard Children 2018	

This Policy includes EYFS, Little Acorns and After School provision

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Key Safeguarding Contacts at Woodlands Schools

DSL Hutton Manor	Paula Hobbs, Head Teacher	paula.hobbs@woodlandsschools.co.uk
Deputy DSL Hutton Manor	Jill Wilson, Deputy Head Teacher	Jill.wilson@woodlandsschools.co.uk
DSL Great Warley	David Bell, Headmaster	david.bell@woodlandsschools.co.uk
Deputy DSL Great Warley	Kirsty Kernaghan, Deputy Head Teacher	kirsty.kernaghan@woodlandsschools.co.uk
DSL Little Acorns HM	Lyn Warren, Nursery Manager	lyn.warren@woodlands-littleacorns.co.uk
DSL Little Acorns GW	Wendy Rushbrook, Nursery Manager	wendy.rushbrook@woodlands-littleacorns.co.uk
Chief Executive Director	Ken Lewis	ken.lewis@woodlandsschools.co.uk 01277 245580
Designated Director for Safeguarding	Cheralyn Beeston	cheralyn.beeston@woodlandsschools.co.uk 01277 245580
LADO	Essex	03330 139797
	Havering	01708 433222
	Southend	01702 534539
	Thurrock	01375 652535
Police contact	Brentwood	01277 262212
Family Operations Hub	0345 603 7627	
Out of Hours	0845 606 1212 / 0300 123 0779	
Essex Safeguarding Children's Board (ESCB)	0333 013 8936 escb@essex.gov.uk www.escb.co.uk	
	www.shapingthurrock.org.uk/safeguard	

Members of the Child Protection Committee

Child Protection Committee

Head Teacher DSL (Hutton Manor)	Mrs P Hobbs
Headmaster DSL (Great Warley)	Mr D Bell
Deputy Head Teacher (Hutton Manor)	Mrs J Wilson
Deputy Head Teacher (Great Warley)	Mrs K Kernaghan
School Matron	Mrs G Cooke
Nursery Manager DSL (Little Acorns HM)	Mrs L Warren
Nursery Manager DSL (Little Acorns GW)	Mrs W Rushbrook

The Committee meets on a half-termly basis to discuss all elements of Safeguarding and Child Protection across Woodlands Schools. (It is not the purpose for the Committee to be involved in any part of an investigation).

Purpose

This policy applies to all parts of Woodlands Schools including Little Acorns Nurseries with specific additional Early Years Foundation Stage (EYFS) requirements.

“Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. Schools should work with Social Care, the police, health services and other services to promote the welfare of children and protect them from harm”. (Keeping Children Safe in Education – DfE, Sept 2018)

The document ‘Keeping Children Safe in Education – information for all school and college staff’ (DfE Sept 2018) MUST be read in conjunction with this policy and is kept as Appendix 1 to this document.

Introduction

Woodlands Schools take seriously their responsibility to protect and safeguard the welfare of children and young people in its care. “The welfare of the child is paramount” (the Children Act 1989).

Sections 157 (Independent Schools) and 175 of the Education Act 2002 place a statutory responsibility on the proprietors and directors to have policies and procedures in place that safeguard and promote the welfare of children who are pupils at the school.

There are three main elements to our Child Protection Policy:

Prevention through the creation of a positive school atmosphere and the teaching and pastoral supported offered to pupils.

Protection by following agreed procedures and ensuring all staff are training and supported to respond appropriately and sensitively to child protection concerns.

Support to pupils who may have been abused.

This policy applies to all pupils, staff (including peripatetic), parents, directors (hereby referred to as ‘the Board’) volunteers, students and visitors to our school

All staff (including peripatetic, voluntary and temporary) who have contact with children are required to have read this policy and appendices including Keeping Children Safe in Education (KCSIE: Part I Sept 2018 and Annex A).

For the purposes of this policy ‘staff’ shall mean all staff whether full time or part time, permanent or temporary including peripatetic.

This policy applies whenever staff or volunteers are working with pupils, including where this is away from the School, for example at another institution, on school visits and trips, as well as sporting and cultural activities.

We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help to prevent abuse.

The School recognizes it is an agent of referral and not of investigation.

School Ethos

Our School is committed to keeping children safe and aims to:

- create an environment in the Schools which encourages children to develop a positive self image, regardless of race, language, gender, religion, culture or home background.
- create a culture of vigilance, where the welfare of our pupils is promoted and where timely and appropriate safeguarding action is taken.
- work with parents to build their understanding of, and commitment to, the welfare of all our children.
- help children to establish and sustain satisfying relationships within their families, with peers and with other adults.
- encourage children to develop a sense of autonomy and independence.
- encourage children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- establish and maintain an environment where pupils feel safe and secure, are encouraged to talk and are listened to.
- ensure that pupils know that there are adults within the Schools who they can approach if they are worried or are in difficulty.
- ensure pupils receive the right help at the right time to address risks and prevent issues escalating.
- include in the curriculum, activities and opportunities for PSHE which equip pupils with the skills they need to stay safe from abuse and to develop healthy and safe relationships. This includes the use of our PSHE scheme.
- include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- develop and implement procedures for identifying and reporting cases (or suspected cases of child abuse).
- support children who have either been abused or are in need.
- make staff, parents, volunteers and the Board aware of (and have a clear understanding of) the School's responsibilities, policies and practice for safeguarding children and ensure that, wherever possible, every effort is made to establish open and honest effective working relationships with parents and colleagues from partner agencies.
- protect children from harm and ensure that they are taught in a way that is consistent with the law and our values and to promote respect for all others.
- facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government
- provide a curriculum which actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- promote tolerance of and respect for people of all faiths (or those of no faith), races, gender, ages, disability and sexual orientations.

The Schools will not tolerate bullying, harassment, discrimination or victimisation. Any kind of bullying is unacceptable. There is a separate Anti-Bullying Policy which is available via the School's website or from the School Office.

Legislative Framework

Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the **Essex Safeguarding Children Board (ESCB)**.

In Essex, all professionals **must** work with regard to the **SET (Southend, Essex and Thurrock) Procedures** (ESCB January, 2018).

Our school also works with regard to “Keeping Children Safe in Education” (DfE, Sept 2018), ‘Working Together to Safeguard Children’ (DfE, 2018) and ‘Effective Support for Children and Families in Essex’ (ESCB 2017)

As of July 2015 the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty. It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion.
- have safe spaces in which children/young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.
- To work in accordance with the Prevent Duty and approach these matters in the same way as any other Child Protection matter. Any concerns will be referred to Children’s Social Care in line with the SET procedures.

Our School works with regard to the PREVENT Duty and approaches the issue in the same way as any other child protection matter. The School assess the Prevent duty risk for pupils and those who may be at risk of radicalization. Any concerns that one of our pupils is at risk in this respect will be referred to Children’s Social Care in line with the SET procedures.

As of October 2015, the **Serious Crime Act 2015** (Home Office, 2015) we have introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our School will operate with regard to the statutory requirements relating to this issue, and in line with existing local safeguarding procedures. Woodlands Schools and nurseries also work in accordance with the following legislation and guidance:

Education Act 2002

Counter-Terrorism and Security Act (HMG, 2015)

Serious Crime Act 2015 (Home Office, 2015)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

Information sharing advice for safeguarding practitioners (HMG, 2015)

Data Protection Act 1998

What to do if you’re worried a child is being abused (HMG, 2015)

Searching, screening and confiscation (DfE, 2014)

Children Act 1989

Children Act 2004

Roles and Responsibilities

All adults, working with or on behalf of children, have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our School carrying out these responsibilities (the Designated Safeguarding Leads – ‘DSLs’, are shown on pages 3 and 4 of this Policy. The role of the DSL is outlined in their job description which sign posts Annex 5 of this document.

The DSLs in the Schools and Nurseries have responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They must ensure that everyone in the school is aware of these procedures and that they are followed at all times. They should be a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Essex Children’s Social Care (Family Operations Hub) are made by following the current SET procedures. If, for any reason, the DSL is absent then the Deputy DSL will act in their absence.

It is the role of the DSLs to ensure that all staff understand their responsibilities in being alert to the signs of abuse and know and adhere to the procedures for reporting any concerns to the appropriate DSL at either School or Nursery.

All School staff members should be aware of the types of abuse and neglect. To help staff to be aware of the types of abuse, they should refer to KCSIE: Sept 2018– Appendix 1 of this policy. In addition, further information can be found in Section 2 of this policy and on the ESCB and NSPCC websites.

The Board of Directors and Head Teachers are responsible for ensuring that the school follows recruitment procedures and adheres to all regulations and guidelines of the Disclosure and Barring Service and Vetting and Barring Scheme (including the Prohibition List) that help to deter, reject or identify people who might abuse children. Further information is contained within the Schools’ Safer Recruitment Policy.

The Designated Director for Safeguarding ensures there is an effective child protection policy in place and that it is updated annually. The Board must not be given details relating to individual child protection cases or situations, to ensure confidentiality is not breached.

The Head Teachers provide an annual report for the Designated Director to disseminate to the Board detailing any changes to the policy and procedures, training undertaken by all staff and Board and other relevant issues.

The Head Teachers/DSLs/Designated Director will undertake annually the ESCB School Safeguarding Audit in line with their responsibilities under Section 157 of the Education Act 2002 school.

The school will publish its Safeguarding and Child Protection Policy on its school website alongside Keeping Children Safe In Education (DfE Sept 2018): information for all school and college staff (Appendix 1 to this Policy).

The role of the DSL and Deputy DSL will clearly specify its remit to include online safety and this is indicated in both the job description of the DSL and his or her deputy.

The school will actively promote online safety on its website and signpost staff, parents and children to information that will help keep children safe online. This will also be achieved via regular dedicated training sessions for children and separate sessions for parents.

Procedures

All action is taken with regard to the following guidance:

- Essex Safeguarding Children Board Guidelines, the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2018)
- Essex Effective Support
- Keeping Children Safe in Education (DfE Sept2018)
- Working Together to Safeguard Children (DfE, 2018)
- Effective Support for Children and Families in Essex“ (ESCB, 2018)
- Independent Schools Commentary on the Regulatory Requirements
- PREVENT Duty – Counter Terrorism and Security Act (HMG, 2015)

When new staff, volunteers, peripatetic staff or regular visitors join our school they are informed of the safeguarding arrangements in place. They are given a copy of our Schools’ Child Protection policy (including appendices) to read, told who our DSLs are and informed how to share concerns with them. New staff, volunteers and peripatetic staff are required to sign to confirm they have received and read these documents.

All Board and staff members are given (and are required to read) a copy of this policy and its appendices.

Staff are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training. There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff. However, the Head Teacher will ensure they are aware of the Schools’ policy and the identity of the DSLs.

Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred, **must** report it immediately to the present DSL at the relevant site. In the absence of the above, the matter should be brought to the attention of the Deputy DSL at the relevant site.

The designated safeguarding lead or the deputy will immediately refer cases of suspected abuse or allegations to the Children and Families Operations Hub by telephone (Appendix A) and in accordance with the procedures outlined in the SET procedures (ESCB, 2017) and in ‘Effective Support for Children and Families in Essex’ (ESCB, 2018).

The telephone referral to the Family Operations Hub will be confirmed in writing within 48 hours with the Children and Families Request for Support Form. Essential information will include the pupil’s name, address, date of birth, family composition, the reason for the referral, whether the child’s parents are aware of the referral plus any other relevant information or advice given.

Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children’s Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from the Children and Families Hub and / or Essex Police in making decisions about when it is appropriate to share information with parents / carers.

When recording information following a disclosure staff should:

- Not ask leading questions, that is, a question which suggests its own answer
- Ask the child to repeat or clarify if you do not understand or need clarification about what they have said
- Allow the child to speak freely.
- Listen to what is being said without showing shock or disbelief.
- Not criticise the alleged perpetrator.
- Listen carefully to the child and keep an open mind (Staff should accept what is being said and not take a decision as to whether or not the abuse has taken place).
- Never promise confidentiality. Explain (in terms appropriate to the child's age/stage of development) who has to be told, reassuring the child that this is to enable you to help keep them and other children safe
- Reassure the child that what has happened is not their fault.
- Reassure the child that telling you was the right thing to do.
- Explain (in terms appropriate to the child's age/stage of development) what will happen next.
- Make brief notes at the time or immediately afterwards, which record the date, time, place and context of the disclosure or concern, and what has actually been said (wherever possible using the child's exact words, even if they seem childish, rude or inappropriate), not assumption or interpretation. Notes must be signed and dated
- Clearly distinguish between fact, observation, allegation and opinion
- Record any observed injuries or bruises.
- Note the non-verbal behaviour and the key words in the language used by the pupil (do not translate to the 'proper term').
- Complete a Safeguarding Concern Form, attach any original notes and pass them to one of the DSL immediately.
- Appreciate that their records may be used in criminal proceedings or disciplinary investigations
- No copies of written records should be retained by the member of staff/volunteer

Reporting Concerns

If staff members have any concerns about a child (even if they consider the child may not be in immediate danger) they will need to act immediately.

In cases where a child is not immediately suffering or at risk of serious harm, any concerns should be recorded as a file note on the pastoral record and a copy passed to the DSL for the office file. All concerns, however minor, should be recorded as they may form part of a picture that the DSLs are already aware of and allow for early help, pastoral support or a referral to children social care.

Child at Risk

In any circumstances if you feel a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately if a crime may have been committed.

The DSL will immediately refer cases of suspected abuse or allegations to the Family Operations Hub by telephone and with regard to the procedures outlined in the SET procedures (ESCB, 2018)

and in the 'Effective Support for Children and Families in Essex' (ESCB, 2018). In addition, in the case of a Child in Need being identified, advice may be sought and/or a referral made to the Family Operations Hub.

The telephone referral to Essex Social Care Direct will be confirmed in writing within 48 hours on the ECC999 form (<http://www.escb.co.uk/portals/15/documents/ECC999.docx>)

Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of the person who initially received the disclosure plus any advice given.

Only authorised agencies may investigate child abuse allegations (Social Care Services, the police or in some areas, the NSPCC). Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not.

The school will always undertake to share our intention to refer a child to Children's Social Care with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from the Family Operations Hub and/or Essex Police.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration. They must refer their concerns to Social Care directly if they have concerns for the safety of a child.

Anyone can make a referral if they are concerned and it does not require parental consent. Safeguarding contact details are kept prominently displayed in the school to ensure that all have unfettered access to safeguarding support.

Allegations Involving a Member of Staff

The School works with regard to statutory guidance and the SET Procedures (ESCB, 2017) in respect of allegations against an adult working with children (whether in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information on this.

The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be reported to the Head Teacher (or Board) in their absence.

Where the concern involves the Head Teacher it should be reported directly to the Board (without informing the Head first).

SET procedures (ESCB 2018) require that, where an allegation against a member of staff is received, the Head Teacher or the Chair of the Board must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on 03330 139797 within one working day. However, wherever possible, contact with the LADO should be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents. The school will **not** carry out any investigation before speaking to the LADO.

The School has a statutory legal duty to refer an individual, where there is the risk that he or she may harm, or has caused harm to children, to the Disclosure and Barring Service (DBS) within one month of the individual's dismissal because he or she has been considered unsuitable to work with

children. Reports concerning all members of staff are made by the Head Teacher. If the Head Teacher is involved, the report is made by the Chair of the Board.

Where a teacher has been dismissed (or would have been dismissed had he or she not resigned), the Head Teacher will decide whether to make a referral to the Teaching Regulation Agency (TRA). This may be due to unacceptable professional conduct, conduct that brings the profession into disrepute or a conviction at any time for a relevant offence, for example.

Early Years Foundation Stage (including Little Acorns)

This Policy applies to the School's provision for the Early Years Foundation Stage (EYFS).

In accordance with the EYFS Statutory Framework, Sec 3.8, if there is an allegation of serious harm or abuse by any person living, working or looking after children in our EYFS or elsewhere, or any other abuse on the premises a report will be made to Ofsted within 14 days.

The School's policy on the use of mobile phones and cameras in the setting is clearly outlined in the Mobile Phone and Camera Policy (Little Acorns) and the Schools' E-Safety Policy. All Staff in the EYFS adhere to the restrictions placed on the use of mobile phones and cameras as specified in the EYFS Statutory Framework, section 3.4

Safeguarding training for the staff in the EYFS will include guidance on identifying the signs of possible abuse and neglect (such as significant changes in a pupil's behaviour, deterioration in wellbeing, physical indications, or comments which give cause for concern), and on how to respond in a timely and appropriate way to such signs or to inappropriate behaviour in other members of staff or any other person working with children (EYFS Statutory Framework 3.6).

Training and Support

The DSLs will undergo updated Level 3 child protection training at least every two years. All other staff will receive 3 year training (Level 1 or 2) with updates and annual staff meetings as and when deemed necessary. Furthermore, all DSLs and Deputy DSLs will take part in attending and running informal supplementary training, interagency training and prevent training

The Head Teachers and Deputies will also attend the Essex Safeguarding network meetings on a regular basis.

Dealing with child protection issues is likely to be a stressful experience. The DSL will provide support and supervision to staff involved in child protection issues

All staff are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the Staff Handbook/Code of Conduct and induction training for all new staff, temporary staff and volunteers includes the school Whistleblowing Policy and Acceptable Use of Technology contained in the E-Safety Policy.

The Head, staff and volunteers in regulated activity have training on a regular basis to include PREVENT awareness including identifying children at risk and on-line safety.

Curriculum

We introduce key elements of child protection, including building resilience to radicalisation, into our PSHE lessons and assemblies, so that children can develop understanding of why and how to keep safe.

We create, within the school, a culture of value and respect for the individual.

We ensure that this is carried out in a way that is appropriate for the ages and stages of our children.

We give particular attention to ways in which children can adjust their behaviours to reduce risks, both in person or when using electronic equipment or when on-line.

We include, in our curriculum, guidance on internet safety and cyberbullying and offer advice for parents via relevant website (eg NSPCC) and training.

We provide additional opportunities for children to express their opinions and concerns, for example the school council, an open door approach with all staff.

Where appropriate, and with parent's permission, we will arrange for children to have access to a trained counsellor.

Professional Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further referral to and subsequent investigation by appropriate authorities.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a need to know basis only. Any information shared with a member of staff in this way must be treated confidentially

Records and Information Sharing

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies

Any member of staff receiving a disclosure of abuse or alleged abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen (if appropriate using a body map to record only injuries normally observable and never requesting removal of clothing), putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken. This should be presented without delay to the DSL.

Written records of concerns about children are kept, even where there is no need to take further action or make a referral immediately. These records may be kept in a file in the Head Teacher's office and within the pastoral records and any issues arising are discussed at morning staff meetings. Particular attention will be paid to monitoring children who have child protection files or a child protection plan and entries in the books relating to those children will be copied to their child protection records.

The DSL and the Deputy DSL responsible meet regularly to review any information and concerns regarding safeguarding issues. The DSLs meet half termly at the Child Protection Committee Meeting.

Documentation and file notes are kept either in a confidential file in chronological order (which is separate to pupil files) and stored in a secure fire-proof cabinet or on a secure, password protected and backed up server which only the DSL/Headteacher have access to. The only keys for this filing cabinet are held by the DSL. All child protection records are stored securely and confidentially and

will be transferred in full to a child's new school upon leaving directly to the new DSL, either by hand delivery or recorded post (in line with ECC policy).

If a pupil transfers from our school to another, their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving School's Designated Safeguarding Lead, with a return address on the envelope so it can be returned to our school if it goes astray. Copies of this paperwork will be retained by our Schools, should it be required at a future date.

If any pupil transfers to the School from another setting, we will request by a letter marked 'confidential', any information contained within Child Protection files for that specific pupil.

Attendance at Child Protection Conferences and Core Group Meetings or Child In Need Meetings

It is the responsibility of the DSL to ensure that the school is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. Where appropriate, any report will be shared in advance with the parent(s)/carer. Whoever attends should be fully briefed on any issues or concerns the School has and be prepared to contribute to the discussions at the conference.

If a child is made subject to a Child Protection Plan or a Child in Need Plan, it is the responsibility of the DSL to ensure the child is monitored regarding their school attendance, welfare, progress and presentation. If the Schools are part of the core group then one of the DSLs should ensure that the school is represented, provides appropriate information and contributes to the plan at these meetings. All concerns about the child protection plan and/or the child's welfare should be discussed and recorded at the core group meeting unless the child is at further risk of significant harm. In this case the DSL must inform the child's key worker immediately and then record that they have done so and the actions agreed.

Peer on Peer Abuse

Our schools and nurseries may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst a school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognizes that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behavior and initiation of hazing types of rituals leading to violence. We do not tolerate any harmful behavior in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. We understand the different gender issues that can be prevalent when dealing with peer on peer abuse and support both victim and perpetrator appropriately with the best interests of the children at heart. Further information should be found in the Anti-Bullying Policy.

“Abuse is abuse and should never be tolerated or passed off as ‘banter’ or ‘part of growing up’.”

KCSIE Sept 2018

Supporting Pupils At Risk

Our Schools are committed to ensuring that pupils receive the right help at the right time.

Our Schools recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.

Our Schools may be the only stable, secure and safe element in the lives of children at risk. Nevertheless, whilst at school, their behaviour may still be challenging and defiant or they may instead be withdrawn or display abusive behaviour towards other children.

Our Schools will endeavour to support all pupils through:

- The curriculum to encourage our pupils to stay safe, develop healthy relationships, self-esteem and self-motivation
- The School ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of the School's Promoting Good Behaviour and Anti-Bullying policies.
- A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but that they are valued
- Regular liaison with other professionals and agencies who support the pupils and their families.
- A commitment to develop open and honest and supportive relationships with parents, always with the child's best interest as paramount.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in all matters of child protection.
- Recognition that children with behavioural difficulties and disabilities are most vulnerable to abuse, and that staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems must need to be particularly sensitive to signs of abuse.
- Recognition that in a home environment, where there is domestic violence, drug or alcohol abuse, children are also vulnerable and may be in need of support or protection.
- Children's mobile phones are not permitted in school. In the event that staff become aware of a pupil's involvement in sexting, the DSL would inform the parents and make an informed decision as to whether the police should be notified.

When there is concern about abuse by one or more pupils against another pupil or that a child is suffering or likely to suffer significant harm it should be immediately referred to the DSL who will refer on to ESCB for further advice. The Schools' Anti-Bullying Policy (available on the Schools' website or from the School Office) has further information regarding this.

Children with Special Education Needs and Disabilities

We understand that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognizing abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.

Promoting Positive Mental Health and Resilience at School

Positive mental health is the concern of the whole community and we recognize that schools play a key part in this. Our school wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

Whistleblowing

There is a responsibility on **all** members of the school community to raise any concerns about the attitude or actions of colleagues in line with the School's Staff Code of Conduct/Whistleblowing Procedure as outlined in our Procedures and Allegations involving a member of Staff.

Any concerns will be thoroughly investigated under the Schools' whistleblowing procedures. If there is evidence of criminal activity, the police will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No-one who reports a genuine concern in good faith needs to fear retribution.

All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct/Whistleblowing procedures. Further information can be found in the Whistleblowing Policy.

Parents, staff or others in the wider school community with concerns can contact the NSPCC general helpline on 0808 800 5000 (24 hour helpline) or email help@nspcc.org.uk.

Safer Employment Practices

Woodlands Schools follow the Government's recommendations for the safer recruitment and employment of staff who work with children, set out in "Keeping Children Safe in Education" Sept 2018. All staff at Woodlands Schools Ltd **must** read KCSIE Part 1 plus Annex A on joining and at the start of each academic year. (reading this document forms part of the induction process as outlined in Annex 4). All members of the teaching and non-teaching staff at the school, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, and all directors are checked with the Disclosure and Barring Service (DBS) before starting work. All volunteer helpers and contractors working regularly during term-time, such as contract catering staff and ICT support technicians, are also vetted. The School checks the DBSs of all adults not employed by the school who work with or supervise our pupils off site, for example on residential trips. Visiting speakers are also checked in terms of their suitability e.g. referencing.

In addition to the DBS checks, a check on prohibition is carried out on anyone who is appointed to carry out teaching work. Prohibition checks are carried out on staff employed within management roles from September 2015.

Staff who are employed by another organisation and not directly by Woodlands Schools (e.g. agency staff in Little Acorns and maintenance contractors) are required to provide evidence of identity and, if applicable, DBS status on arrival and prior to commencing their work here. They are required to sign in at the front office and wear a visitor's badge or tabard (Little Acorns) at all times. Agencies must provide proof that all necessary checks have been carried out.

All members of Staff involved in school recruitment have attended safer recruitment training.

E-Safety, Mobile Phones and Cameras

The school has adequate, robust filtering systems to keep children safe when accessing the internet at school. All staff must have a working understanding of the use of the E-Safety policy (main School) Mobile Phone and Camera Policy (Little Acorns). In addition all staff working in the EYFS must comply with the following procedures:

The EYFS does not allow the use of mobile phones, any image recording device, or personal technical equipment such as lap tops, I pads etc to be used in the setting without prior permission of the Head of EYFS.

- We do not allow the use of mobile phones, on the premises either indoors or in the outdoor play area in the EYFS..
- Staff are asked to keep their mobile phones with their personal belongings while children are on the premises, they may of course use their phones during their lunch break in the school staff room or away from the EYFS classrooms.
- In case of emergency, staff are advised that they may give the School phone number 01277 245585 Hutton Manor or 01277 233288 Great Warley to immediate family and schools etc to be contacted on.
- Parents and visitors will be asked to ensure their phones are kept in their bags for the duration of their visit.
- If parents or visitors need to use their mobile phone they will be asked to leave the premises in order to do so.
- Members of staff must not bring their own cameras or video recorders into the setting
- Photographs and recordings of children are only taken on equipment belonging to the setting
- Camera and video use is monitored by the Head of EYFS.
- Where children have access to devices on site they are provided access to secure networked connection only and have no 3G or 4G access on school site.

Policy Review/Annual Safeguarding Review

This policy is reviewed annually and is developed continually by the School DSLs. Staff with safeguarding experience contribute to the writing of this policy. Any weaknesses are remedied immediately. The policy will therefore be reviewed in September 2019.

On an annual basis, the Head Teacher will report to the Board of Directors with a review of any child protection issues that have been reported or raised throughout the course of that year.

Section 2 – Raising Awareness

Recognising Signs of Abuse

All staff should be concerned if they observe a child with any of the following possible signs of abuse or neglect. Whilst these signs may not be evidence themselves, they may be a warning, particularly if a child is exhibiting several signs or a pattern emerging. (There may be other reasons for a child showing such signs):

- any injury which is not typical of the bumps, scrapes or marks usually associated with an accidental injury
- unexplained injuries on a regular basis
- frequently has injuries (even where an apparently reasonable explanation is provided).
- gives confused or conflicting explanations about how an injury/injuries were sustained
- exhibits significant changes in behaviour, academic performance, attitude, demeanour, becomes withdrawn etc.
- indulges in, or talks about, sexual behaviour which is unusually or inappropriately explicit for their age/stage of development
- has an indication of possible self-harm, for example recurrent cuts, scratches or other marks on the arm
- has an indication of mental strain, for example stress, depression, lack of motivation which is out of character, extreme tiredness, uncharacteristic outbursts of anger, frequently over emotional.
- disclosures of an incident or incidents in which they may have been significantly harmed.
- any other cause to believe they may be suffering harm.

This list is by no means exhaustive.

Further information is available on the ECSB www.escb.co.uk and NSPCC www.nspcc.org.uk websites.

Children In Need

The School also recognises that, in addition to children who are being abused or at risk of serious harm, there may be children in need who require support and help. These children may include those:

- SEN children and those coping with a disability
- undergoing certain medical treatments
- parental illness/disability
- family in acute stress
- family dysfunction

This list is by no means exhaustive.

Types of Abuse and Neglect

The following definitions and examples are taken from, and should be read in conjunction with, the document 'Keeping Children Safe in Education Sept 2016 which is attached to this Policy as Appendix 1.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Staff should be aware abuse can take place wholly online or via technology which may facilitate online abuse.

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. Children may be abused in a family or an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. (Para 36 KCSIE Sept 2018)

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 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 a high level of 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse of children by other children can and does occur and staff will be given relevant training with regards to managing a report of child-on-child sexual violence, abuse or harassment. This is covered in more detail later.

The response to a report of sexual violence or sexual harassment: the initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in KCSIE 2018. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

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 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Additional Specific Safeguarding Issues

Our School recognises that staff also need to be aware of a number of specific safeguarding issues as detailed below. However, whilst we will provide opportunities for staff to raise their awareness and gain knowledge in these areas, we recognise that professional organisations and experts are best placed to offer guidance and support regarding these issues:

Child sexual exploitation (CSE): Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. In Essex, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

“Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology”.

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead is the named CSE Lead in school on these issues and will work with other agencies as appropriate.

Our school is committed to raising awareness of CSE. We will use the ESCB Risk Assessment Toolkit and agreed procedures for the reporting of concerns and/or suspected cases of CSE.

So-called ‘honour based’ Violence: So-called ‘honour based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV,

Female Genital Mutilation (FGM): comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Any suspicion of intended or actual FGM must be referred to Children’s Social Care and the Police.

As of October 2012, the Serious Crime Act 2015 (Home Office 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

Forced marriage: A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

Prevention of Radicalisation: As of July 2015 the Counter Terrorism and Security Act (HMG 2015) placed a new duty on schools and other education providers. Under Section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children/young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.
- CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff understand how to identify those who may benefit from this support and how to make a referral.

For further information, support and advice, contact 0207 340 7264.

Domestic Violence and Abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behavior, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

The schools recognise that exposure (witness) to domestic violence may have an impact on a child’s safety and emotional well being.

Children Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. The local authority has a duty to establish, as far as it is possible to do so, the identity of children of compulsory school

age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect. The school will follow its procedures for dealing with a child that goes missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

The school has put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires us to have an admission register and an attendance register. All pupils are placed on both registers.

We inform the Local Authority of any pupil who fails to attend school regularly or has been absent without school permission for a continuous period of 10 days or more.

We inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This assists the local authority to:

- Fulfil its duty to identify children of compulsory school age who are missing from education; and
- Follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this Policy if any absence of a pupil from the School gives rise to a concern about his/her welfare.

Where reasonably possible, we hold more than one emergency contact number for each pupil.

SEND

In all cases the vulnerability of SEND children must be considered, including the context of Peer-on-Peer abuse.



Department
for Education

Keeping children safe in education

Statutory guidance for schools and colleges

September 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf

Appendix 2 Staff Code of Conduct

Woodlands Schools, including Little Acorns, and all those working with children must set an appropriate example.

This Code of Conduct applies to all those working within our Schools and Nurseries regardless of status, and you are asked to familiarise yourself with this important set of standards which we ask you to observe and comply with.

Professional Behaviour

Professional behaviour is a generic term, but within this Code of Conduct includes such aspects as:

- acting in a fair, courteous and mature manner to pupils, colleagues and other stakeholders;
- co-operating and liaising with colleagues, as appropriate, to ensure pupils receive a coherent and comprehensive educational service;
- endeavouring to assist the School achieve its corporate and strategic objectives – in particular, by adopting a positive attitude to marketing and the achievement of quality and equality;
- respect for School property;
- maintaining the image of the School through standards of dress, general courtesy, correct use of School stationery, etc.;
- taking responsibility for the behaviour and conduct of pupils in the classroom and sharing such responsibility elsewhere on the premises;
- being fit for work (ie not adversely influenced by drugs, alcohol, etc.);
- being familiar with job requirements (eg proper preparation, use of suitable methods/systems, maintenance of appropriate/required records, etc), including keeping up-to-date with developments relevant to the job.
- being familiar with communication channels and School procedures applicable to both pupils and staff;
- ensuring all assessments/exams/tests are conducted in a fair and proper (prescribed) manner, and that procedures are strictly followed with respect to confidentiality and security;
- respect for the rights and opinions of others.
- This list is not exhaustive but the examples are given as a summary.

Safeguarding Pupils

Staff have a duty to safeguard pupils from:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The duty to safeguard pupils/students includes the duty to report concerns about a pupil/student to the Schools' or Nurseries' DSL

Staff are provided with personal copies of the Schools' Child Protection Policy and Whistleblowing Procedure and Staff must be familiar with these documents.

Staff must not seriously demean or undermine pupils, their parents or carers, or colleagues.

Staff must take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare.

Pupil/Student Development

Staff must comply with School policies and procedures that support the well-being and development of pupils.

Staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils.

Staff must follow reasonable instructions that support the development of pupils/students.

Expected Behaviour

Your behaviour and professional conduct must set a good example to all pupils within the Schools and Nurseries. Each employee has a responsibility to uphold our core values and reputation as an excellent educational establishment, both inside and outside of your normal working hours.

As a minimum, we ask you to:

- demonstrate high standards of conduct in order to encourage our pupils to do the same;
- avoid putting yourself at risk of allegations of abuse or unprofessional conduct;
- take reasonable care of pupils/students under your supervision with the aim of ensuring their safety and welfare at all times.

Professional Distance

Staff should rarely need to touch pupils. In all circumstances staff should maintain a safe and appropriate distance. If any form of manual/physical touching is required, it should be provided openly.

In sporting situations manual/physical touching should be provided according to guidelines provided by the appropriate National Governing Body

Under section 131 of the School Standards and Framework Act 1998, **corporal punishment is prohibited for all pupils** in independent and maintained schools. The prohibition included and threat or of administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all members of staff. These include all those acting loco parentis, such as unpaid, parent helpers and students.

If staff think it is necessary to restrain a child from doing something they should try non-physical approaches e.g. by talking to them, by asking them not to move if they are injured, by standing in the way. If staff do have to use physical restraint, it should be the minimum necessary for their safety. If they are in imminent danger, it might be necessary to hold them by their clothing. Whatever the circumstances, physical restraint must be appropriate and reasonable.

School staff are required to establish and maintain appropriate professional boundaries in their relationships with children and young people.

Where possible, staff should avoid being alone with a pupil. Where this is impracticable e.g. a timetabled individual lesson, staff should be sensible e.g. keep an open door or be in a room which has a window in the door. There might be rare occasions when students visit the homes of members of staff e.g. those staff who have children at the School. It is common sense that these visits occur with parental permission and that staff should be mindful of the potential difficulties of such situations.

Staff should be wary of using electronic communications with students other than for obviously work related issues. In all cases School email accounts or School telephones should be used.

Staff should use social media and the internet responsibly and should not have students, or former pupils under the age of 18, as friends on Facebook or followers on Twitter or other social media.

The E-Safety and Acceptable Use policies must be adhered to at all times. Staff should be aware of their duties with regards to Whistleblowing procedures as stated in the Safeguarding Policy and Safeguarding Procedures – Staff Guidance.

Our whistleblowing procedures pay due regard to KCSIE Sept 2018.

Honesty and Integrity

Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

All staff must comply with the Bribery Act 2010. A person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept, or receive a bribe from another person. If you believe that a person has failed to comply with the Bribery Act you should refer to the Whistleblowing procedure.

Personal gifts from individual members of staff to individual students are inappropriate and could be misinterpreted.

Conduct Outside Work

Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the School or the employee's own reputation or the reputation of other members of the School community.

Staff must exercise caution when using information technology and be aware of the risks to themselves and others.

Staff must not engage in inappropriate use of social network sites which may bring themselves, the School, School community or employer into disrepute.

Confidentiality

Where staff have access to confidential information about pupils/students or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the pupil/student. If as member of staff witnesses actions which need to be confidential, for example, where a pupil/student is bullied by another pupil/student (or by a member of staff), this needs to be reported and dealt with in accordance with the appropriate School procedure. It must not be discussed outside the School including with the pupil's parent or carer, nor with colleagues

in the School except with a senior member of staff with the appropriate role and authority to deal with the matter.

However, staff have an obligation to share with their manager or the Schools' Designated Senior Lead any information which gives rise to concern about the safety or welfare of a pupil. Staff must **never** promise a pupil that they will not act on information that they are told by the pupil.

Disciplinary Action

All staff need to recognize that failure to meet these standards of behavior and conduct may result in disciplinary action, including dismissal.

Dress and Appearance

Staff should consider the manner of dress and appearance appropriate to their professional role. We require pupils to be smart in their uniform, smart and professional appearance is expected at all times for staff.

Staff should ensure their appearance and clothing:

- Promotes a positive and professional image, including ensuring that for male staff, facial hair is either well shaved or trimmed and neat. Male staff should wear a shirt and tie.
- Is not likely to be viewed as offensive, revealing or sexually provocative
- Does not distract, cause embarrassment or give rise to misunderstanding
- Is absent of any political or otherwise contentious slogan.

See Staff Handbook and Staff Information Booklet for more detailed information

Expectations for safe use of personal devices and mobile phones

All use of personal devices and mobile phones will take place in accordance with the law and other appropriate school policies, such as safeguarding and communication.

- Electronic devices of all kinds that are brought in on site are the responsibility of the user at all times. The school accepts no responsibility for the loss, theft or damage of such items. Nor will the school accept responsibility for any adverse health effects caused by any such devices either potential or actual.
- Mobile phones and personal devices are not permitted to be used in certain areas within the school site such as changing rooms, toilets and swimming pools.
- The sending of abusive or inappropriate messages or content via mobile phones or personal devices is forbidden by any member of the community and any breaches will be dealt with as part of the discipline/behaviour policy.
- Members of staff will have access to a landline and email address for the contact of parents. Senior staff/where appropriate will be provided with a designated landline. HT will be provided with mobile phone.
- All members of WSL community will be advised to take steps to protect their mobile phones or devices from loss, theft or damage.
- All members of WSL community will be advised to use passwords/pin numbers to ensure that unauthorised calls or actions cannot be made on their phones or devices if they are lost or stolen. Passwords and pin numbers should be kept confidential. Mobile phones and personal devices should not be shared.

- All members of WSL community will be advised to ensure that their mobile phones and personal devices do not contain any content which may be considered to be offensive, derogatory or would otherwise contravene the schools policies. • School mobile phones and devices must always be used in accordance with the Acceptable Use Policy and any other relevant policies.
- School mobile phones and devices used for communication with parents and pupils must be suitably protected via a passcode/password/pin and must only be accessed and used by members of staff.

Photography, videos and other images

Many educational activities involve recording images. These may be undertaken for displays, publicity, to celebrate achievement and to provide records of evidence of the activity. Under no circumstances should staff be expected or allowed to use their personal equipment to take images of pupils at or on behalf of the school or setting.

All settings should have arrangements with regard to the taking and use of images, which is linked to their safeguarding and child protection policy. This should cover the wide range of devices which can be used for taking/recording images e.g. cameras, mobile-phones, smart phones, tablets, web-cams etc. and arrangements for the use of these by both staff, parents and visitors.

Whilst images are regularly used for very positive purposes adults need to be aware of the potential for these to be taken and/or misused or manipulated for pornographic or 'grooming' purposes. Particular regard needs to be given when images are taken of young or vulnerable children who may be unable to question why or how the activities are taking place.

Pupils who have been previously abused in a manner that involved images may feel particularly threatened by the use of photography, filming etc. Staff should remain sensitive to any pupil who appears uncomfortable and should recognise the potential for misinterpretation

This means that staff should:

- adhere to Woodlands Schools' policy
- only publish images of pupils where they and their parent/carer have given explicit written consent to do so
- only take images where the pupil is happy for them to do so
- only retain images when there is a clear and agreed purpose for doing so
- store images in an appropriate secure place in the school or setting
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose
- be able to justify images of pupils in their possession
- avoid making images in one to one situations

This means that adults should not:

- take images of pupils for their personal use
- display or distribute images of pupils unless they are sure that they have parental consent to do so (and, where appropriate, consent from the child)
- take images of children using personal equipment
- take images of children in a state of undress or semi-undress
- take images of children which could be considered as indecent or sexual

EYFS (This policy is covered in more detail in the Little Acorns Policy)

Making and using images of pupils will require the age appropriate consent of the individual concerned and their parents/carers. Images should not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the setting have access.

For the protection of children, it is recommended that when using images for publicity purposes that the following guidance should be followed:

- if the image is used, avoid naming the child, (or, as a minimum, use first names rather than surnames)
- if the child is named, avoid using their image schools and settings should establish whether the image will be retained for further use, where and for how long images should be securely stored and used only by those authorised to do so.

With regards to the EYFS The nursery does not allow the use of mobile phones, any image recording device, or personal technical equipment such as lap tops, I pads etc to be used in the setting without prior permission of the manager.

- We do not allow the use of mobile phones, on the premises either indoors or in the outdoor play area during nursery hours.
- Staff are asked to keep their mobile phones in their lockers located in the staff room at Hutton Manor, or in the office at Great Warley while children are on the premises, they may of course use their phones during their lunch break in the school staff room or away from the nursery site.
- In case of emergency, staff are advised that they may give the nursery phone number 01277 245375 Hutton Manor or 01277 240747 Great Warley to immediate family and schools etc to be contacted on.
- All parents and visitors will be advised of this policy as they enter the nursery.
- Parents and visitors will be asked to ensure their phones are kept in their bags for the duration of their visit.
- If parents or visitors need to use their mobile phone they will be asked to leave the premises in order to do so.

Cameras and videos

- Members of staff must not bring their own cameras or video recorders into the setting
- Photographs and recordings of children are only taken on equipment belonging to the setting
- Camera and video use is monitored by the setting manager.

Supervision of Changing Rooms

Clear guidelines are recommended because:

- getting changed can make some children feel vulnerable
- getting changed can cause anxiety for some children

- staff can feel unsure about PE changing supervision and how to ensure that both children and adults are safe.

Changing areas:

Staff need to consider the following things when organising changing facilities for children:

- Where possible, use designated single-gender changing rooms or areas. If boys and girls are getting changed in the same room, think about using furniture or screens to provide separate areas.
- Mixed gender changing areas are less appropriate as children get older and staff need to be sensitive to those who physically mature at a much earlier or later age than their peers.
- Schools need to treat all pupils fairly and with respect for their privacy and dignity.
- Schools should make adequate and sensitive arrangements for changing which take into account the needs of pupils with disabilities and children from different religions, beliefs and cultural backgrounds or gender identity.
- Adults must always change or shower privately; never in the same space as children.

Staff supervision

Schools will need to make a judgement about supervision based on the age and developmental needs of the pupils. It should not be necessary for adults to remain in the room in order to maintain good behaviour; being in close proximity and pupils being aware of this should be enough.

Pupils should know that adults will enter the room if necessary - in response to a disturbance, for example.

Staff should also consider the following:

- It is often possible to leave the door of designated changing rooms slightly open.
- If there is a need for an adult to enter the room, it is recommended they should alert pupils to this by announcing it to give pupils the opportunity to cover up if they want to.
- Where possible, female staff should supervise girls and male staff should supervise boys.
- All adults, but particularly those of the opposite gender, should avoid just standing in the changing room watching pupils, or repeatedly going in and out without good reason.
- Establish a code of behaviour with pupils so they are clear about expectations about their conduct whilst they are unsupervised.
- Pupils who express concern about the behaviour of a member of staff or other pupils should be listened to, and appropriate enquiries should be conducted by the head teacher or designated safeguarding lead.

Pupils who need assistance with getting changed

When organising changing areas for children with additional needs, schools should:

- Refer to the school's Intimate Care Policy for assisting children who are disabled or require additional support.
- Ensure all staff are aware of any intimate care issues for individual pupils. It is best practice to involve pupils and parents in making decisions which involve intimate care.
- Have a written policy and review these arrangements regularly.

- Encourage pupils of all ages to be as independent as possible; consider prompting and giving verbal help/encouragement before offering physical assistance.
- Be especially careful when helping children with underclothes, tights and swimming costumes.
- If necessary, offer assistance openly and not out of sight of others.

Using off-site changing rooms

Schools will need to think about what safeguards need to be put in place to protect children when visiting other sites and consider the following:

- It is not appropriate for school swimmers (for example) to share changing facilities with members of the public (unless this has been carefully risk assessed). If school sessions precede or are followed by public sessions, enough time should be booked either side of the swimming session to allow pupils to get showered and changed before the public are allowed in.
- As far as possible, members of staff should only supervise or assist pupils of the same gender.
- If changing areas are shared with pupils from another school, particularly those who are older/younger, adults from both/all schools should take this into consideration and properly risk assess together.

Intimate Care including EYFS

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). A care plan should be drawn up and agreed with parents for all children who require intimate care on a regular basis.

Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.

Additional vulnerabilities that may arise from a physical disability should be considered with regard to individual teaching and care plans for each child. As with all arrangements for intimate care needs, agreements between the child, their parents and the organisation must be negotiated, agreed and recorded.

Use of Language

When we speak to others we will:

- Use a positive statement rather than a negative one so that children can learn what we expect of them in any situation.
- Use a calm tone of voice at all times, to explain something to or instruct the children, so that they can follow our words without feeling threatened or uncomfortable.
- Avoid using sarcastic words or phrases as these demean children and prevent them from developing high self-esteem and never use words or our voice to humiliate a child.
- Speak respectfully to other adults at all times, even if we disagree with them.

Staff as Parents/Parents as Staff

Once you become a professional teacher, your standing as a member of the wider community is open to scrutiny and criticism by members of The School, other parents and the general public who you may come into contact with. This makes it very difficult to engage in some social activities as a Parent and Teacher. Colleagues who fall into this category should:

- Evaluate each social situation sensibly and with caution
- Never put themselves in a position where their actions could be misconstrued by others. Any colleagues in doubt, should speak to their line manager or a member of the SLT for advice.

Position of Trust and Duty of Care to Under-18s

All adults associated with students aged under 18 are automatically in a position of trust and have a legal “duty of care” and responsibilities to safeguard those aged under 18. This means to be aware, vigilant and know to report any concerns, even minor ones or allegations. Everyone who comes into contact with a child has a role to play in sharing information with the Designated Safeguarding Lead and taking prompt action following the Safeguarding policy.

Child in distress

There may be occasions when a pupil/student is in distress and in need of comfort as a reassurance. This may include age appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

Such incidents should always be recorded and shared with your line manager. If you have a particular concern about the need to provide this type of care and reassurance you should seek further advice from your line manager.

Appendix 3

Procedures to be followed for a missing child or in the event of a child not being collected by a Parent/Guardian

When a parent/guardian fails to appear when expected to collect their child the following actions are taken:

After 10 minutes

- the parent/guardian is contacted
- if that call is unanswered, the second authorised person is contacted
- if that call is unsuccessful, the given 'emergency' number is contacted
- within the schools, in the rare event of none of these calls being fruitful, we would call the parents of friends from the child's age group who may be able to give further information, or may have details of grandparents or other family members or alternatively may go round to the pupil's home
- should all these measures prove fruitless within 30 minutes, the appropriate authority would be contacted i.e. police within the school, social care within Little Acorns. This contact will be made once the Head Teacher/Nursery Manager deems sufficient time has passed for the parents/guardians to make contact and should not exceed two hours.
- during this procedure, the child would be accompanied and gently reassured by a familiar staff member. An additional authorised member of staff would monitor the telephone. Two members of staff would remain in the settings until the child has been collected. The pupil contact details are kept in the appropriate offices for the setting.
- on trips or activities where the children are to be collected from another location, the same procedures are followed. Contact and medical details are included in the Risk Assessment pack which the Group Leader takes with them

Procedures for when a child is lost

On school premises:

- inform the Head Teacher or Deputy Head Teacher or authorised person
- inform the Caretakers to stop any vehicles leaving or entering the school and close the main gates to prevent anyone leaving, potentially with the lost child
- equipped with walkie-talkies or mobile phones, the authorised person will organise a systematic search of the school and grounds and inform the police and parents
- authorised person to ensure that all movement around the school ceases until the situation is resolved
- If the child is not located within a time frame not exceeding 15 minutes the police will be called

At another location:

- inform staff at location, Parent Helpers and the Management of the venue
- liaise with venue management with regard to their procedures for a lost child
- the senior member of staff to be responsible for the safeguarding of the group
- inform the Head Teacher of the pupil's home school (Great Warley or Hutton Manor)

- check with the venue management that they are following their procedures i.e. police have been contacted, however a time frame of 15 minutes should not be exceeded before contacting the police.
- the Head Teacher liaises with the venue, the staff and the parents

Measures to be in place beforehand:

- ensure that every out of school Risk Assessment folder is accompanied by sufficient contact detail lists for every accompanying Teacher
- ensure that the list of contact details is easily accessible in the School Office
- ensure that the Group Leader and a further authorised member of staff remains on site until the last child has been collected
- ensure that walkie-talkies are fully charged at all times
- ensure a copy of the emergency procedures policy has been requested in the case of a visit to a commercial location

Role of the designated safeguarding lead

Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;

- liaise with staff (especially pastoral support staff, school nurses and SENCOs) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;

- ensure the school or college’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the three safeguarding partners to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child protection file

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Appendix 5 Partner Access Map

Children and Families Hub Partner Access Map (Mon-Thurs 8.45-5.30pm Fri 8.45-4.30pm) Out of Hours Tel no: 0345 606 1212

