



**Woodside Group
Safeguarding & Child Protection policy**

SAFEGUARDING & CHILD PROTECTION POLICY

Policy Owner: Safeguarding & Compliance Lead
Date of Issue: September 13
Last scheduled review: Aug 2021
Next scheduled review: Aug 2022



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Named staff and contacts

- Headteacher: Jonathan Lakin
- Designated Safeguarding Lead (DSL): Dan Long
- Deputy Designated Safeguarding Leads (DDSL):
Will Price (No.14 base)
Stacey Bollard (Upper Vale)
Ollie Walker & Clare Thorpe (Stonehurst Lodge)
Rich Gundelach (The Forge)
Adam Allcock (One Ash)

Local Authority Safeguarding and Performance Service contacts:

Service Manager:

Hayley Binley 01163057566 / 07538562293

LADO / Allegations:

Kim Taylor (Mon-Fri) 0116 305 7597

Lovona Brown (Mon-Wed) 0116 305 7597

Safeguarding Development Officers:

Simon Genders 0116 305 7750

Ann Prideaux 0116 3057317

First Response Children's Duty (Tier 4 Same-day referrals)

Telephone 0116 3050005

Email childrensduty@leics.gov.uk

Address First Response Children's Duty
Room 100b
County Hall
Championship Way
Glenfield
LE3 8RF

All other referrals including Early Help (Children & Family Wellbeing) Service:

<http://lrsb.org.uk/childreport>

Early Help queries and Consultation Line: 0116 3058727

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1 Introduction

1.1 The Woodside Group of schools fully recognise the contribution they can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive environment. We encourage children to talk about their worries and to report their concerns to us. The pupils' welfare is of paramount importance.

1.2 This policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the Statutory guidance "Keeping children safe in education – Statutory guidance for schools and colleges" 2021, and "Working Together to Safeguard Children" 2018.
- the Leicestershire and Rutland Safeguarding Children Partnership multi-agency safeguarding arrangements

1.3 There are four main elements to our Safeguarding & Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to safeguarding/child protection concerns);
- **Support** (to pupils and school staff and to children who may have been abused/mistreated);
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

1.4 This policy applies to all staff, visitors and other stakeholders to the school. We recognise that child protection is the responsibility of all. We will ensure that all parents and other working partners are aware of our Safeguarding & Child Protection Policy by displaying appropriate information in our reception and on the school website and by raising awareness at meetings with parents.

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1.5 **Extended school activities**

Where the Woodside Group provides services or activities directly under the supervision or management of school staff, the school's arrangements for safeguarding/child protection will apply. Where services or activities are provided separately by another body, the school will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children (inspecting these where needed), and there are arrangements to liaise with the school on these matters where appropriate. Safeguarding requirements will be included in any lease or hire agreement as a condition of use; and any failure to comply will lead to termination of the agreement.

2 Safeguarding Commitment

2.1 Safeguarding and promoting the welfare of children is defined for the purposes of this document as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

The Woodside Group adopts an open and accepting attitude towards children as part of its responsibility for safeguarding and pastoral care. Staff encourage children and parents to talk about any concerns and to see school as a safe place. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

2.2 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE / Citizenship / Relationships Education/Relationships & Sex Education which equip children with the skills they need to stay safe from abuse (including online), and to know which people and other avenues of support they can turn to for help; each school base

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also has in place alternative reporting methods (eg; Tag-it/Worry box) for children who may find it difficult to approach an adult in school.

- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128) etc (see 'Keeping children safe in education Part 3').

2.3 Safeguarding in the Curriculum

Children are taught about safeguarding in school. The following areas are among those addressed in PSHE/Relationships Education/Relationships & Sex Education and in the wider curriculum:

- Bullying/Cyberbullying
- Drugs, alcohol and substance misuse (including awareness of County Lines and the criminal exploitation of children where appropriate)
- Online safety
- Stranger danger
- Fire and water safety
- Road safety
- Domestic abuse/Healthy Relationships/Consent
- So-called Honour Based Abuse issues (HBA) e.g. Forced Marriage (see Appendix 9), Female Genital Mutilation (FGM - see Appendix 8),
- Sexual exploitation of children (CSE – see Appendix 12), including online
- Child Criminal Exploitation (CCE - see Appendix 13), including Cybercrime
- Preventing Extremism and Radicalisation (see Appendices 7-8)

2.4 Early Help

The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2018 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Leicestershire and Rutland Safeguarding Children Partnership. For procedural steps, please see Appendix 2.

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3 Roles and Responsibilities

3.1 General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

The names of the Designated Safeguarding Lead/Deputy DSLs for the current year are listed on p.3 of this document.

3.2 Proprietor

In accordance with the Statutory Guidance “Keeping children safe in education” 2021, the Proprietor will ensure that:-

- The school has a Safeguarding & Child Protection Policy, procedures and training in place which are effective and comply with the law at all times. This policy is made available publicly.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- There are procedures for dealing with safeguarding concerns and allegations of abuse against members of staff and volunteers (see Appendix 3).
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the “Designated Safeguarding Lead”) and there is always cover for this role with appropriate arrangements for before/after school and out of term time activities.
- The Designated Safeguarding Lead undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) using safeguarding e-briefings etc.

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- The Headteacher, and all other staff and volunteers who work with children (including early years practitioners within any settings on the school site), undertake appropriate training which is regularly updated at least annually, and more comprehensively every three years in compliance with the Safeguarding Children Partnership protocol; and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this policy, Part 1 of Keeping Children Safe in Education 2021 (or Annex A if appropriate), the student behaviour policy, the staff Code of Conduct, the role of the DSL, and how to respond to children who go missing from education). The Local Authority Induction leaflet, "Safeguarding in Education Induction – Child Protection Information, Safer Working Practice" is used as part of this induction, and Part 1/Annex B from 'KCSIE 2021' is provided to all staff working directly with children.
- Any deficiencies or weaknesses brought to the attention of the Proprietor will be rectified without delay.
- Any allegations of abuse made against the Headteacher will be referred to the Local Authority Designated Officer (LADO)/Allegations Manager.
- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers - "Guidance for Safer Working Practice for those who work with children in education settings, May 2019" (supplemented where necessary by the COVID-19 Addendum, April 2020). Information is provided to the Local Authority (on behalf of the Safeguarding Children Partnership) through the Annual Safeguarding Return.

3.3 Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Proprietor are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead/s and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;

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- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer, where the threshold is met;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care (Children & Family Specialist Services) or the Police.

3.4 Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (or a Deputy) will always be available for staff to discuss any safeguarding concerns. The responsibilities of the DSL are found in Annex C of "Keeping children safe in education". The DSL is a senior member of staff on the senior leadership team and the role is explicit in their job description. Responsibilities include, but are not limited to:

- **Managing referrals** – to the local authority children's social care, to the Channel programme, to the Disclosure and Barring Service for staff dismissed for safeguarding concerns (as required), to the Police where a crime may have been committed
- **Acting as a point of contact** - with the three safeguarding partners (Local Authority/Local Police Force/Local CCGs)
- **Working with others** – to act as a source of support and advice, to act as a point of contact for the safeguarding partners, to liaise with the headteacher or principal about issues especially to do with ongoing enquiries under section 47 of the Children Act 1989 and police investigations, to liaise with staff when deciding to make a referral to relevant agencies so that children's needs are considered holistically, to liaise with the senior mental health lead, to promote supportive engagement with parents and carers, to take the lead in promoting educational outcomes for children in need and those with a social worker, to liaise with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay
- **Information sharing and managing safeguarding files** – keeping files confidential, secure and up to date, in a separate file for each child, including a clear and comprehensive
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summary, detailing how the concern was followed up and resolved, with a note of actions, decisions and the outcome, sharing information as required to safeguard children and transferring records and other relevant information to the new school within 5 days or in advance if necessary

- **Raising Awareness** – ensuring each member of staff and volunteer understands the child protection policy which is reviewed at least annually, making it available publicly, ensuring staff have access to relevant training and induction, promoting educational outcomes by sharing relevant information about vulnerable children
- **Training, knowledge and skills** – to undergo DSL training every two years (updating at least annually via bulletins etc) and to attend Prevent awareness training, in order to understand assessment and referral processes, to contribute effectively to child protection conferences including the importance of sharing information, to understand the lasting impact that adversity and trauma can have on children and how to respond to this, to be alert to children with specific needs eg SEND, those with health conditions and young carers, to understand the unique risks associated with online safety
- **Providing support to staff** – to help them feel confident on welfare, safeguarding and child protection matters, to provide support in the referral process if required and to help them to understand that safeguarding and educational outcomes are linked
- **Understanding the views of children** – encouraging a culture of listening to children and taking account of their wishes and feelings in measures taken to protect them and understanding the difficulties children may have in approaching staff about their circumstances
- **Holding and sharing information** – sharing with safeguarding partners, other agencies and professionals and transferring records between schools and colleges in accordance with data protection legislation, keeping detailed, accurate and secure written records and understanding the purpose of this

3.5 Deputy Designated Safeguarding Leads (DDSL)

Under the guidance of the DSL, ensure that the above responsibilities are carried out for their designated school base.

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4 Records, Monitoring and Transfer

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. Records of concerns are written down (or typed), signed (possibly electronically) and dated and passed immediately to the Designated Safeguarding Lead (or a Deputy). The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with other agencies (in accordance with the Data Protection Act 2018 and GDPR principles).
- 4.2 Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 4.3 Child protection records are stored securely, with access confined to specific staff, eg Designated Safeguarding Leads (and relevant DDSLs) and the Headteacher.
- 4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. Any actions taken are clearly indicated.
- 4.5 When children transfer school their safeguarding records are also transferred within 5 days of them starting. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school [or 6th form / FE college], with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where a child needs specific on-going support, relevant information will be transferred prior to the child arriving at their new school. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept until receipt is confirmed. Files requested by other agencies e.g. Police should be copied.

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5 Support to pupils and school staff

5.1 Support to pupils

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way, and that this is likely to adversely impact their mental health and emotional well-being. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have an allocated social worker, have a disability, are in care, a care-leaver or previously looked-after, or are experiencing some form of neglect. Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils experiencing Special Educational Needs, disabilities or physical health issues. We will seek to provide such children with the necessary support to build their self-esteem and confidence, helping them to secure the very best educational outcomes they are able to achieve. The context in which safeguarding incidents and/or behaviours occur, whether in school or within or outside the home (including online), will be considered by staff, particularly the DSL and Deputy DSLs. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children's Social Care (this is known as contextual safeguarding). General indicators of abuse and neglect (from Part 1 of the statutory guidance) are also included in Appendix 1 of this policy and further information about specific forms of abuse are contained within Annex B of the statutory guidance, "Keeping Children Safe in Education 2021".

5.2 Behaviour Management and Physical Intervention Policies

Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.

We have a written policy on the management of behaviour, and staff, students, parents and referring authorities are made aware of it. All staff are made aware of, and follow in practice, the school's policy on the use and techniques of physical intervention, to protect young people from harm either to themselves or others.

The school uses the Team-Teach approach to physical intervention. Staff authorized to use physical intervention have received Intermediate and Advanced Team-Teach training and updates as appropriate. Records of sanctions, and any use of physical intervention, are recorded and reviewed at least once a month by SLT.

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5.3 Peer on peer/Child on child abuse

We recognise that children sometimes display harmful behaviour themselves and that even if there are no reports, it may still be happening. Incidents or allegations will be referred on for appropriate support and intervention. Such abuse will not be tolerated at all or passed off as “banter”, “just having a laugh” or “part of growing up”.

This abuse could for example include sexual violence and sexual harassment, “upskirting”, initiation/hazing type violence, all forms of bullying, abuse in intimate relationships between peers, consensual and non-consensual sharing of indecent images, causing someone to engage in sexual activity without consent and physical violence (eg hitting, kicking, shaking, biting, hair pulling, etc). This may be experienced by both boys and girls, however, girls are more likely to be the victims and boys perpetrators. There are different school and local authority or Safeguarding Children Partnership guidances and policies which detail the school's procedures to address and minimise these concerns including;

1. Student Behaviour Policy
2. Anti-bullying Policy
3. Anti-Racism & Hate Policy
4. Student Mobile Phone Policy
5. E-safety/Online safety Policy
6. “Guidance for schools working with children who display harmful sexual behaviour” (Leicestershire LA Guidance)
7. DfE guidance “Sexual violence and sexual harassment between children in schools and colleges” and Part 5 of “Keeping children safe in education”.

Children will be encouraged to report to a trusted adult in school all incidents of peer on peer abuse wherever it may have happened and will be taught about alternative ways of doing this both in school and elsewhere eg via a “worry box”. They will always be taken seriously and never given the impression that they are creating a problem by reporting their concern or made to feel ashamed. Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding or behaviour record for the children concerned and a thorough investigation conducted by the DSL.

A written risk assessment will be undertaken by the DSL in order to minimise the risk of further harm and to ensure the safety of all staff and pupils. Parents or carers of the children involved will be informed as soon as it is appropriate to do so. Support plans will be written and help offered, by different adults in school (to avoid a possible conflict of interest), to the alleged victim, the child or young person accused and any other

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children involved. A referral to any relevant outside agency will be made eg; Police or Social Care.

The following steps will be taken to minimise the risk of peer on peer abuse:

- Staff training to ensure an understanding of what it is and how to recognise signs
- Promotion of a supportive environment by teaching about acceptable and unacceptable behaviours (including online) in the wider curriculum eg RSHE
- Clear procedures put in place to govern the use of mobile phones in school
- Where relevant, appropriate staff supervision of pupils and identifying locations around the school site that are less visible and may present more risk to pupils

5.4 Sexual violence and sexual harassment

Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and may include sexual name-calling, taunting or interfering with clothes. 'Upskirting' is also a criminal offence (under the Voyeurism Offences Act 2019) and typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing in order to obtain sexual gratification or to cause humiliation, distress or alarm (anyone of any gender can be a victim). Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and boys are more likely to be the perpetrators. However sexual violence and sexual harassment can occur between children of any gender.

Curriculum:

- Planned PHSE and Relationships Education/Relationships & Sex Education sessions will include a number of safeguarding issues as set out in the DfE statutory guidance. This will be appropriate to pupils' age and stage of development. It will also be underpinned by the school's behaviour policy and pastoral support system.

Responding to an incident:

- The school will follow the DfE guidance, 'Sexual violence and sexual harassment between children in schools and colleges', September 2021.
- Relevant staff will liaise with the police, social care and parents as appropriate.
- Support will be offered to both the alleged victim(s) and children accused. Parents will be included in discussions about the format that this support will take.

It is acknowledged that sexual violence and harassment may be driven by wider societal factors such as stereotypes and sexist language. The DSL will consider the

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context of any abuse (contextual safeguarding). The school works hard to challenge such behaviours through its curriculum and extra-curricular activities and to promote mutual respect. The school will not dismiss certain behaviour simply as “banter”, “just having a laugh” or “part of growing up”. Unwanted touching and associated behaviours are not tolerated.

5.5 Contextual Safeguarding

‘Working together to safeguard children 2018’ introduces a new concept of contextual safeguarding to describe the risks that children and young people face from their peers or in the wider community including:

- Online safety
- Sexual exploitation
- Criminal exploitation
- Radicalisation
- Trafficking
- Serious youth violence

Contextual Safeguarding is an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognizes that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships. Children’s professional practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognize that assessment of, and intervention with, these spaces are a critical part of safeguarding practices.

Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. All staff concerned about a child experiencing harm beyond their families must report it in the usual way to the DSL.

5.6 Children who may be particularly vulnerable

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability, including prejudice and discrimination; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child’s

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personality, behaviour, disability, mental and physical health needs and family circumstances.

Children who need a social worker (Child in Need and Child Protection Plans):

The school recognises the need to support children with a social worker, recognising that adverse experiences and trauma can lead to vulnerability to further harm. The school recognise that there is a special importance in responding if these children are absent or go missing from education. Their welfare will be promoted by giving additional pastoral or education support where required.

To ensure that all of our pupils receive the required protection, we will also give special consideration to children who are:

- Disabled, have multiple special educational needs or have mental health needs
- young carers
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs
- asylum seekers
- looked after by the Local Authority or otherwise living away from home
- vulnerable to being bullied, or engaging in bullying behaviours
- living in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of child sexual exploitation (CSE)
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

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

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

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- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers

We will ensure we have appropriate mechanisms in place to assist these children.

Examples of mechanisms include but are not limited to:

- Suitably qualified professionals
- Suitable training e.g. speech and language /ASD
- Referrals to specialist agencies
- Use of communication packages e.g. Makaton
- Use of signs and symbols
- One to one support for communication
- Appropriate IT aides

5.7 Relationships Between Peers

In a mixed school, we need to be concerned about the quality of relationships between girls and boys. Day to day management will depend upon the judgement of staff in changing circumstances. However, the following guidelines will help staff develop a consistent approach.

Play

Older students need a lot of support to learn the distinction between acceptable and unacceptable play between girls and boys. Both groups need to understand that the difference between play and harassment is essentially to do with the feelings of either party. If play leads to uncomfortable feelings or pain then it ceases to be play. An activity can only be called play if it is on the basis that there is no difficulty in either party saying "stop", "I was only playing" is not an acceptable excuse for hurtful comments, gestures or actions.

Pairings

Forming strong attachments is part of adolescence. Experience shows that at times these attachments are short-lived. However, occasionally they become longer lasting. We need to strike a balance between respecting the developmental needs of adolescents in terms of relationships and other needs to provide a safe environment and to avoid negative or disturbing stereotypes for younger students. In managing such relationships we need to consider what a sensible parent would do.

- Children must not be unsupervised in rooms of an external lodge/building with children of the opposite sex.

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- Holding hands, walking arm-in-arm and cuddling are not acceptable during the school day. Couples may not sit together in class.
- At appropriate times and places there may be a more relaxed attitude by staff towards 'couples' outside the school day but these children need to respect the sensibilities of staff and younger students.
- 'Love bites' or any deliberate marking of partners, including tattoos, should be reported. Children with visible marks should not normally take part in outside visits.
- Sexual intercourse or any other intrusive sexual activity is absolutely forbidden. Technically it is child abuse for children under the age of 16 and should be reported as such. Staff need to take special care to supervise children who are thought to be sexually active.
- Staff should not act as messengers or letter carriers between couples. Nor should they write letters or cards on behalf of children in relationships.
- If children are unable to show a reasonable degree of self-control in relationships then it may be necessary to take steps to ensure that contact is minimized.

5.8 Online Safety

We recognise that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse online as well as face to face. Some children may use mobile and smart technology, whilst at school and outside of school, to sexually harass their peers, share indecent images (consensually and non-consensually) and view and share pornography and other harmful content. Many children have unrestricted access to the internet via their mobile phones and our online safety policy describes the rules governing their use in school. It also sets out the school's response to incidents which may involve one or more of the four areas of risk – content, contact, conduct and commerce. Online safety is a consideration running through the planning and implementation of all relevant policies and procedures. Staff will always respond if informed that children have been involved in sharing indecent images. The DfE guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (Dec 2020) will be used to guide the school's response on a case by case basis.

The key points for staff being:-

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- Report immediately to the DSL
- Never view, copy, print, share, store or save the imagery, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

5.9 Children Missing (including absence from school)

Our school recognises the entitlement that all children have to education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who go missing from education. The local authority will also be informed where children are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded. We also recognise that when children go missing this is a sign that they may have been targeted by perpetrators of CSE and/or drug-related criminals (County Lines). For further information, see Appendices 11-13. Children may also be groomed into participating in other forms of criminal exploitation including cybercrime, serious violence and violent crime. Children who attend an alternative education provision or have an agreed reduced timetable are more likely to be vulnerable to these forms of exploitation.

5.10 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs

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or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. CSE and CCE can affect both males and females and can include children who have been moved (trafficked) for the purpose of exploitation.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. CSE can include 16 and 17 year olds who can legally consent to sex but they may not realise they are being exploited eg they believe they are in a genuine romantic relationship.

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point, or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime (additional information is contained in Appendix 12).

Staff training includes raising awareness of this issue and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate. For further information, see Appendices 12-13.

5.11 Serious Violence

This is associated with a number of risk indicators in children including increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries. Staff will be made aware of these and of the other risk factors which increase the likelihood of involvement in serious violence, including, being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. Staff training will raise awareness to these risks and any concerns will be passed to the Designated Safeguarding Lead to co-ordinate a safeguarding response.

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5.12 Mental Health

All staff are made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. They are also made aware that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the procedures outlined in Appendix 2.

5.13 So-called 'honour-based' abuse (HBA)

This 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 concerns will be passed to the Designated Safeguarding Lead for onward referral as required. For further information, see Appendices 9-10.

5.14 Modern Slavery & Human Trafficking

This can take on many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Children may be trafficked into the UK from abroad or moved around the country. Staff need to be aware of indicators which include, but not limited to, neglect, isolation, poor living conditions, having few personal belongings and a lack of trust and reluctance to seek help. Staff will refer any concerns to the DSL without delay who will take action and also refer victims to the National Referral Mechanism (www.gov.uk).

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5.15 Private fostering arrangements

Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff must inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, auntie or sibling).

5.16 Complaints

Complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the school's complaints process (refer to school 'Compliments & Complaints Policy').

5.17 Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead should seek to arrange the necessary support.

6 Working with parents/carers

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus/on the school website.
- Undertake appropriate discussion with parents/carers prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

7 Other Relevant Policies

7.1 The Proprietor's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all

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activity and functions. This policy therefore complements and supports a range of other school policies and procedures, for instance:

- Student Behaviour Policy
- Staff Code of Conduct (Document: Guidance for Safer Working Practice for those who work with children in education settings October 2019)
- Anti Racism & Hate Policy
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint
- Special Educational Needs
- Trips and visits
- First aid and the administration of medicines
- Health and Safety (including Site Security)
- Relationships and Sex Education (RSE)
- Equal Opportunities
- Toileting/Intimate care
- E-safety

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider the implications for safeguarding and promoting the welfare of children.

8 Recruitment and Selection of Staff

8.1 The school's safer recruitment processes follow the Statutory Guidance: *Keeping children safe in education 2021, Part Three: Safer recruitment.*

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges. This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, the school will make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These checks could include, where available:

- Criminal records checks for overseas applicants
- For teaching positions, obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked. Advice about which regulatory or professional body applicants should contact is available from the

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National Recognition Information Centre for the United Kingdom, UK NARIC. Where available, such evidence will be considered together with information obtained through other pre-appointment checks to help assess their suitability. Where this information is not available, the school will seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision-making on whether to proceed with the appointment.

Although sanctions and restrictions imposed by another regulating authority do not prevent a person from taking up teaching positions in England, the school will consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment.

- 8.2 The school will provide all the relevant information in references for a member of staff about whom there have been safeguarding concerns, ie; about child protection/inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated safeguarding concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.
- 8.3 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.
- 8.4 In line with statutory requirements, every recruitment process for school staff will have at least one member (teacher/manager or governor) who has undertaken safer recruitment training either online or by attending the local authority one day Safer Recruitment training course.
- 8.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (last updated August 2018).

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APPENDIX 1

Recognition and Categories of Abuse

Abuse and neglect are forms 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 in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Physical Abuse:

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:

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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, 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, though it may occur alone.

Sexual Abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect:

Is 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

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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); failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision (including the use of inadequate care-givers); or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

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APPENDIX 2

Procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child

Contents:

A	General	
B	Individual Staff/Volunteers/Contractors/Other Adults - main procedural steps	
C	Designated Safeguarding Lead – main procedural steps	

A. General

- 1) The Leicestershire and Rutland Safeguarding Children Partnership procedures contain the inter-agency processes, protocols and expectations for safeguarding children (available on the website www.lrsb.org.uk). The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children's Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) A written record, dated (including the day) and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children's Social Care will need to be taken.

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B. Individual Staff/Volunteers/Contractors/Other Adults – main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
- 2) As soon as possible, use the electronic 'Safeguarding Record' form via the Woodside Portal* to write a dated, timed and signed record of what has been disclosed or noticed, said or done and notify the Designated Safeguarding Lead (Dan Long) or in his absence, one of the DDSLs as soon as possible following the disclosure/ concern. At the latest, this should be done by the end of the school day, or as close to this as possible. Where staff are based where there is a Deputy DSL (Clare Thorpe/Will Price/Stacey Bollard/Rich Gundelach/Adam Allcock), staff should report the concern/ disclosure to them, who will in turn pass on information to the DSL at Woodside Lodge as appropriate.

* In the event that the Woodside portal cannot be accessed, staff should record written notes (including time, date & signature) on the school 'Safeguarding Record of Information Form' or a blank piece of paper.

NB: If you have immediate and urgent concerns you must speak to the DSL/DDSL before completing the written record. Disclosed information from a student should not be discussed with any member of staff, other than a DSL, DDSL or Headteacher, who may then authorise you to share information on a 'need to know' basis.

- 3) If the concern involves the conduct of a member of staff (including supply staff or volunteers), a visitor or a trainee, the Headteacher must be informed.
- 4) If the safeguarding concern or allegation is about the Headteacher, the information should be passed to the Local Authority Allegations Manager/Local Authority Designated Officer (LADO).
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

Failure to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a child is a disciplinary offence.

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If as a member of staff, you are not satisfied with the DSL's response, e.g. where they decide a referral to Children's Social Care is not necessary, you should in the first instance approach the Headteacher. If as a member of staff, you are still not satisfied you should make a referral yourself by telephoning First Response Children's Duty on 0116 3050005 or by completing an online referral form at www.leics.gov.uk/firstresponse.

The NSPCC whistle blowing helpline number is also available (0800 028 0285).

Staff may also contact the independent whistle blowing company Safecall (0800 9151571) or online at www.safecall.co.uk/report.

C. Designated Safeguarding Lead – main procedural steps

- 1) Begin a case file which will hold a record of communications and actions to be stored securely (see section on Records, Monitoring and Transfer).
- 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professionals Consultation line.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the First Response Children's Duty should be contacted by phone (contact the local authority Children's Services where the child lives). Written confirmation should be made within 24 hours on the Multi Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>).
- 5) If the concern is about children using sexually abusive behaviour, also refer to the separate guidance, 'Guidance for schools working with children who display harmful sexual behaviour' (Leicestershire LA Guidance).
- 6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.

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- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (eg a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

Early Help and making a referral

The school recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. All school staff are trained to notice any concerns about children which may help to identify that they would benefit from early help. The school is committed to working in partnership with children, parents and other agencies to:

- Identify situations in which children and/or their families would benefit from early help;
- Undertake an assessment of the need for early help
- Provide targeted early help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.

Child Protection Procedures

Upon receipt of a school 'Safeguarding Record of Information' form/ disclosure, the DSL/DDSL will make a decision and seek advice to determine whether the concern/disclosure meets a threshold for support.

The DSL/DDSL will consider: Is this a child with unmet needs where health, development or achievement may be affected?

Leicestershire local authority advises practitioners should make a referral for Early Help when:

- Age appropriate progress is not being made and the causes are unclear; or
- The support of more than one agency is needed to meet the child or young person's needs.

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If this is a child with additional needs the DSL/DDSL will discuss the issues with the child's parents/carers. The DSL/DDSL will obtain parental consent for an Early Help Assessment to be completed.

APPENDIX 3

Process for dealing with safeguarding concerns or allegations against staff (including Headteachers), supply staff, volunteers and contractors

These procedures should be followed in all cases in which there is an allegation or safeguarding concern that a person working with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

There is also a school "Low-level concerns policy" which should be followed if the concern does not meet the allegations threshold above or is not considered serious enough to make a referral to the LADO.

Relevant documents:

- DfE "Keeping children safe in education 2021" (part 4: Allegations made against/concerns raised in relation to teachers and other staff, including supply staff, volunteers and contractors)

1) Individual Staff/Volunteers/Other Adults who receive the allegation:

- i. Write and sign a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Headteacher.
- iii. Pass on the written record.

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- iv. If the allegation or safeguarding concern is about the conduct of the Headteacher, report immediately to the Local Authority Allegations Manager. Pass on the written record.

2) Headteacher

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Before taking further action notify and seek advice from the Allegations Manager, Safeguarding and Improvement Unit on the same day.
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation at this stage.
- iv. Report to First Response Children's Duty if the Allegations Manager so advises or if circumstances require a referral concerning a child.
- v. Ongoing involvement in cases:
 - Liaison with the Allegations Manager
 - Co-operation with the investigating agency's enquiries as appropriate (including working closely with the employment agency in the case of supply staff).
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
 - Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome.



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APPENDIX 4

School protocol relating to the use of Cameras and Mobile Phones (See also Staff and Student Mobile Phone policies)

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings (this includes visitors and volunteers)
- Mobile phones must not be used in any teaching area in school (unless permission has been granted by SLT) or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes
- All telephone contact with parents or carers must be made on school phones where possible. Where this is not possible, staff should ensure that the 'Caller ID With-held' is enabled. Where a telephone call to parents is made in relation to a safeguarding/child protection issue, a written note/record must be kept.
- Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on social networking sites such as Facebook.

APPENDIX 5

School protocol relating to male students using community/public toilets

- If male students require use of toilets whilst out in the community or on an off-site trip, staff should locate and advise/direct students to use toilets designated as 'Accessible' in the first instance. If there are no 'Accessible' toilets in the immediate area, students should be directed to use lockable cubicles rather than urinals.

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APPENDIX 6

School Procedures for students who abscond from school:

Students who abscond off-site and are within visual contact:

- At least 1 member of staff is to follow on foot at all times and 1 member of staff is to follow by car as safely as is possible to do so
- Staff should remain calm and focus on de-escalating the situation if necessary whilst persuading the student to return to their allocated base
- If an absconding student refuses to return to their school base, then parents will be contacted within 1 hour, depending on the child and the specific circumstances
- If it is necessary to restrain a student whilst they are absconding and the restraint lasts longer than 5 minutes, school Admin should be notified and the police will be informed. Staff should advise Admin staff whether or not police assistance is required.
- Should a restraint occur, parents will also be notified at an appropriate time

Students who abscond off-site but are NOT within visual contact:

- All available staff are to search the immediate vicinity without delay
- If the student is not found after 3 minutes, the Head of Base must be informed. If the Head of Base cannot be contacted, either the Director of Education, the Director of Operations or the Headteacher must be informed. (For Primary, the Head of Primary should be informed, or in their absence, the Base Manager).
- If the student is not found after 10 minutes, Admin staff should be informed immediately who will then notify parents unless otherwise instructed by a member of the Leadership team

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- If the student is not found after 15 minutes, Admin staff should be informed immediately who will then notify the police unless otherwise instructed by a member of the Leadership team
- When following the above protocol for 'Students who abscond off- site but are not within visual contact', staff involved in the search should ensure the following is done:
 1. Put an immediate message '**student initials - absconded off-site, no visual**'
 2. Put a message '**student initials - 3 mins missing**' on your base
Absconding Hangout group if the student has not been found after 3 mins. Ensure that Admin have access to this group.
 2. Put another message '**student initials - 10 mins missing**' on your base
Absconding Hangout group if the student has not been found after 10 mins.
 3. Put another message '**student initials - 15 mins missing with a full description of what the student is wearing**' on this group if the student has not been found after 15 mins. This will allow Admin to notify the relevant parties according to agreed timescales.
 4. If the student is found, ensure that this is communicated on the Absconion Hangout asap, along with details of which staff are with them and their current location; '**student initials/currently with (staff member)/current location is.....**'

Students who abscond/go missing **on-site** and are NOT within visual contact:

- A message should be put on the base Absconding Hangout group within 1 minute to indicate that staff no longer have eyes on the student

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- All available staff are to search the base/grounds without delay
- If the student is not found after 10 mins, the Head of Base should ensure that parents are informed (Staff should put a message on the Absconding Hangout group - '**student initials - 10 mins missing**')
- If the student is not found after 30 minutes, it will be treated as if they have left the school base. Admin staff should be informed immediately who will then notify the police unless otherwise instructed by a member of the Leadership team (Staff should put a message on the Absconding Hangout group - '**student initials - 30 mins missing with a full description of what the student is wearing**'). The Head of Base should ensure that parents are informed if the police have been notified.
- If the student is found, ensure that this is communicated on the Absconson Hangout asap, along with details of which staff are with them and their current location; '**student initials/currently with (staff member)/current location is.....**'
- The Head of Base should ensure that the police and parents are made aware that the student has been found



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APPENDIX 7

Safeguarding students who are vulnerable to extremism and radicalisation

Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) and its 'Prevent Strategy' to prevent our students being drawn into terrorism.

These include:

- Assessing the risk of students being drawn into terrorism (see Appendix 7)
- Working in partnership with relevant agencies (including making referrals) under the Leicestershire and Rutland Safeguarding Children Partnership procedures
- Appropriate staff training
- Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the students are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamic Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Designated Safeguarding Lead or Headteacher, who have local contact details for the Prevent Engagement Team (Police) and Channel referrals. They will also consider whether circumstances require Police to be contacted urgently.

NB: It is now a statutory obligation to report any suspicions to the Police (via 'Channel') and for schools to be proactive about prevention strategies – failure to do so could lead to disciplinary action.

What is 'Radicalisation'?

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations. These ideals and aspirations reject or undermine the status quo and reject and/or undermine contemporary ideas

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and expressions of freedom of choice. For example, radicalism can originate from a broad social consensus against progressive changes in society. Radicalisation can be both violent and nonviolent, although most academic literature focuses on radicalisation into violent extremism. Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology;
- communications with others that suggest identification with a group/cause/ideology
- social media publications, supporting the extremist ideologies

Example indicators that an individual has an intention to use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- using insulting or derogatory names or labels for another group
- speaking about the imminence of harm from the other group and the importance of action now
- expressing attitudes that justify offending on behalf of the group, cause or ideology
- condoning or supporting violence or harm towards others
- plotting or conspiring with others

Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include:

- having a history of violence
- being criminally versatile and using criminal networks to support extremist goals
- having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction)
- having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills)

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The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

APPENDIX 8

Radicalisation and Extremism Risk Assessment

School.....

	Yes/No	Evidence
Does the school have a policy?		
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?		
Have staff received appropriate training?		
Has the school got a trained Prevent lead?		
Do staff know who to discuss concerns with? (DSL)		
Is suitable filtering of the internet in place?		
Do children know who to talk to about their concerns?		

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Are there opportunities for children to learn about radicalisation and extremism?		
Have any cases been reported?		
Are individual pupils risk assessed?		
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		
Comment on the school's community, locality and relevant history:		
Risk evaluation	Low Medium High	Way Forward

Date completed.....

Signed.....

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APPENDIX 9

Female Genital Mutilation (FGM)

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18. The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" (updated October 2018). Teachers will follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report will be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (eg there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

NB: It is now a statutory obligation to report any suspicions to the Police and for schools to be proactive about prevention strategies – failure to do so could lead to disciplinary action.

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

Why is it carried out?

In some cultures, there is the belief that FGM:

- Brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman/rite of passage
- Upholds family honour

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- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean/hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. **It is illegal in most countries including the UK.**

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs or indicators that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

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As with Forced Marriage there is the 'One Chance' rule. It is essential that schools take action without delay. Further guidance can be found in the Leicestershire & Rutland Safeguarding Children Partnership multi-agency child protection procedures.

APPENDIX 10

Forced Marriage

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings.

Other indicators may be detected by changes in adolescent behaviours as well as:

- Extended absences from school, a drop in performance, low motivation, excessive parental restriction on movements and a history of siblings leaving education early to marry
- A child talking about being worried in relation to a forthcoming family holiday
- Evidence of self-harm or depression
- Evidence of family disputes and conflict
- A child running away and going missing
- A direct disclosure from a child

A child with a learning disability is particularly vulnerable to forced marriage and will have a more limited ability to express their concerns.

Staff should never attempt to intervene directly as a school or through a third party. The school should always ensure a referral is made to the police and/or Children's Social Care for specialist advice.

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APPENDIX 11

Children Missing

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. Local authorities have 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. School and college staff should follow the school's or college's procedures for dealing with children that go 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.

Schools should 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 all schools to have an admission register and, with the exception of schools where all students are boarders, an attendance register. All students must be placed on both registers.

All schools must inform their local authority of any student who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,

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- have been permanently excluded.

All schools must inform the local authority of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

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APPENDIX 12

Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- hanging out with groups of older people/anti-social groups/other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations

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- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained absences and periods of going missing
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point, or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime (additional information is contained in Appendix 13).

APPENDIX 13

Child Criminal Exploitation (CCE) and Serious Violence

CCE can also involve working in cannabis factories, shoplifting or pickpocketing and may involve coercing children to commit vehicle crime or serious violence towards others. It is important to note that the experience of girls can be very different to that of boys but girls are also at risk.

Some of the following can be indicators of CCE or that children have been approached by, or are involved with, individuals associated with criminal networks or gangs:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. In addition to the above, these may include:

- a change in friendships or relationships with older individuals or groups
- a significant decline in performance

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- signs of self-harm
- signs of assault or unexplained injuries.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Children may also be exploited into committing cybercrime or money laundering offences. Organised criminal groups or individuals exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Children with bank accounts may be persuaded to allow criminals to use their banking facilities to launder money. The victim may have been criminally exploited even if the activity appears consensual.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

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APPENDIX 14

Domestic abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, 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; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse.

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APPENDIX 15

Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers our school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Education

Opportunities to teach safeguarding, including online safety, are a key component of our curriculum. Resources available for school staff to use include:

- *Be Internet Legends* developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils
- *Disrespectnobody* is Home Office advice and includes resources on healthy relationships, including sexting and pornography
- *Education for a connected world* framework from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety.
- PSHE Association provides guidance to schools on developing their PSHE curriculum
- *Teaching online safety in school* is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements

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- *Thinkuknow* is the National Crime Agency/CEOPs education programme with age-specific resources
- *UK Safer Internet Centre* developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

Protecting children

As detailed in the school's E-Safety Policy, the school employs effective filtering, monitoring and review processes whereby:

- The school will work in partnership with parents and the Local Authority to ensure systems to protect pupils are reviewed and updated.
- If staff or pupils discover unsuitable sites, the URL (address) and content must be reported to the E- safety officer.
- Senior staff will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.
- Filtering strategies will be selected by the school in discussion with the filtering provider where appropriate.
- The school ICT systems will be reviewed regularly with regard to security.
- Virus protection will be installed and updated regularly.
- Use of data storage facilities by pupils within school is prohibited to protect against virus transfer.
- Unapproved system utilities and executable files will not be allowed in pupils' work areas or attached to e-mail.
- Files held on the school's network will be regularly checked.
- The E-Safety Officer will ensure that the system has the capacity to take increased traffic caused by Internet use.

Education at home

Where children are being asked to learn online at home, the school has provided comprehensive e-safety advice to both parents and students to support them to do so safely. This includes, but is not limited to the following links to information and support:

Support for children

- *Childline* for free and confidential advice
- *UK Safer Internet Centre* to report and remove harmful online content
- *CEOP* for advice on making a report about online abuse

Parental support

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- *Childnet* offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- *Commonsensemedia* provide independent reviews, age ratings, & other information about all types of media for children and their parents
- *Government advice* about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- *Government advice* about security and privacy settings, blocking unsuitable content, and parental controls
- *Internet Matters* provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- *Let's Talk About It* provides advice for parents and carers to keep children safe from online radicalisation
- *London Grid for Learning* provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- *Lucy Faithfull Foundation StopItNow* resource can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- *National Crime Agency/CEOP Thinkuknow* provides support for parents and carers to keep their children safe online
- *Net-aware* provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- *Parentzone* provides help for parents and carers on how to keep their children safe online
- *UK Safer Internet Centre* provide tips, advice, guides and other resources to help keep children safe online

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APPENDIX 16

Safer Working Practice

All school staff should abide by the code of conduct outlined in the document "Guidance for Safer Working Practice for those who work with children in education settings October 2019", given to them at their first induction meeting, and take normal precautions not to place themselves in a vulnerable position in relation to safeguarding and child protection.

The following guidance applies to all adults working in or on behalf of the school, including those involved in home visits or any out of school activities. Adherence to this code should ensure that both children and adults are safe from misconduct or unfounded allegations of misconduct.

You should always:

- Be aware of and adhere to all relevant school policies, many of which are specifically written with safeguarding in mind, in particular those on Safeguarding and Child Protection, Behaviour Policy, Anti-Bullying Policy, Equality and Diversity and Health and Safety.
- Behave in a mature, respectful, safe, fair and considered manner at all times.
- Provide a good example and 'positive role model' to the students.
- Observe other people's right to confidentiality (unless you need to report something to the DSL e.g. concerns about a child protection issue).
- Treat all children equally; never build 'special relationships' with individual children or confer favour on particular children.

Report to a member of the Senior Leadership Team: (as soon as reasonably possible)

- Any difficulties that you are experiencing, for example, coping with a violent child; situations where you anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately.
- Any behaviours of another person working in the school which give you cause for concern or breach of this code of conduct or other school policies and procedures.
- Any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation.

You should never:

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- Behave in any way that could lead a reasonable person to question your conduct, intentions or suitability to care for other people's children.
- Touch children in a manner which is or may be considered sexual, threatening, gratuitous or intimidating.
- Discriminate either favourably or unfavourably towards any child.
- **Make arrangements to contact, communicate with or meet children outside of work or allow children to visit your home (unless agreed by SLT). This also applies once a staff member is no longer employed by the school.**
- Develop over-personal or sexual relationships with children.
- Act in a way that could be reasonably expected to cause injury, for example by pushing, tripping, hitting, kicking, punching, slapping or throwing missiles at a child or threatening to do so.
- Engage in any type of 'play-fighting' with children at any time.
- Make inappropriate remarks or jokes of a personal, sexual, racial, discriminatory, intimidating or otherwise offensive nature.
- Intentionally embarrass or humiliate children, for example, by using sarcasm or humour in an inappropriate way.
- Allow, encourage or condone children to act in an illegal, improper or unsafe manner e.g. smoking or drinking alcohol.
- Behave in an illegal or unsafe manner, for example, exceeding the speed limit, being under the influence of drugs or alcohol, driving a vehicle which is known to be un-roadworthy or otherwise unsafe or not having appropriate insurance, using a mobile phone whilst driving, failing to use seatbelts or driving in an unsafe manner whilst transporting children.
- Undertake any work with children when you are not in a fit and proper physical or emotional state to do so. For example: under the influence of medication which induces drowsiness; with a medical condition which dictates that you should not be caring for children; under extreme stress or extreme tiredness which are likely to impair your judgement.

Gift Giving and Receiving

Woodside Lodge understands that the giving of small gifts by children to staff will at times be quite appropriate, e.g. a child giving a small present to a key worker at Christmas/ staff giving a leaving present to a student. To safeguard all involved and maintain transparency at all times, however, all gifts given or received are recorded on a school 'Gift Giving/Receiving Log' (accessible via base admin staff). The monitoring of gifts given/received takes place on a regular basis by SLT.

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APPENDIX 17

Low-level Concerns Policy

(Reference to this policy is also made in the school 'privacy notice' applicable to staff in accordance with GDPR requirements.)

1.0 Purpose

This policy sets out a framework whereby staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor or other person working in school. Its purpose is to help create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour set out in the "Guidance for safer working practice for those working with children and young people in education settings" (May 2019) (sometimes referred to as the 'staff code of conduct') are lived, monitored, and reinforced.

2.0 Who does the policy apply to?

This policy applies to all staff and other individuals who work or volunteer in school.

3.0 Definition of a low-level concern

A low-level concern is any concern, no matter how small, even if no more than causing a sense of unease or a 'nagging doubt', that a person working in or on behalf of the school may have acted in a way that:

- is inconsistent with the "Guidance for safer working practice" (May 2019), including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to make a referral to the LADO

4.0 Reporting low-level concerns

4.1 Where a low-level concern has been identified this will be reported as soon as possible to the headteacher. However, it is never too late to share a low-level concern if this has not already happened.

4.2 Where the headteacher is not available, the information will be reported to the DSL or relevant DDSL

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- 4.3 Low-level concerns about the DSL or a DDSL will be reported to the headteacher and those about the headteacher will be reported to the proprietor
- 4.4 Where the low-level concern has been reported to the Designated Safeguarding Lead, they will inform the headteacher of the details as soon as possible.

5.0 Recording concerns

- 5.1 A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward. This should be done using the 'Safeguarding Concern (Staff/Volunteer/Contractor) Form' via the portal. If this is not possible for any reason, a hand-written form or email to the headteacher will suffice.
- 5.2 Where concerns are reported verbally to the headteacher, a record of the conversation will be made by the headteacher which will be signed, timed, and dated.

6.0 Responding to low-level concerns

- 6.1 Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The headteacher will:
- Speak to the person reporting the concern to gather all the relevant information
 - Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or Police (HR advice may also need to be taken).
 - Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses.

The information reported and gathered will then be reviewed to determine whether the behaviour;

i) **is consistent with the “Guidance for safer working practice for those working with children and young people in education settings” (May 2019):** no further action will be required

ii) **constitutes a low-level concern:** no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g. either via the Performance Management Policy or Disciplinary Policy.

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iii) **is serious enough to consult with or refer to the LADO:** a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

iv) **when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO or Police:** a referral should be made to the LADO and advice taken from HR. In this case the school's Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

6.2 Records will be made of:

- i) all internal conversations including any relevant witnesses
- ii) all external conversations eg with the LADO
- iii) the decision and the rationale for it
- iv) any action taken

7.0 Can the reporting person remain anonymous?

The person bringing forward the concern will be named in the written record. Where they request to remain anonymous this will be respected as far as possible. However, there may be circumstances where this is not possible e.g. where a fair disciplinary investigation is needed or where a later criminal investigation is required.

8.0 Should staff report concerns about themselves (i.e. self-report)?

It may be the case that a person finds themselves in a situation which could be misinterpreted, or might appear compromising to others; or they may have behaved in a manner which on reflection they consider falls below the standard set out in the "Guidance for safer working practice". In these circumstances they should self-report. This will enable a potentially difficult situation to be addressed at an early opportunity if necessary.

9.0 Where investigated behaviour is consistent with the "Guidance for safer working practice" (May 2019)

Feedback will be given to all relevant parties to explain why the behaviour was consistent with the "Guidance for safer working practice, May 2019".

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10.0 Should the low-level concerns file be reviewed?

The records will be reviewed periodically (at least annually), and whenever a new low-level concern is added, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and referred to the LADO if required. A record of these reviews will be retained.

11.0 References

Low-level concerns will not be included in references unless a low-level concern, or group of concerns, has met the threshold for referral to the LADO and found to be substantiated.



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COVID-19 Addendum

1. Scope and definitions

This addendum applies from the start of the Autumn term 2021-22. It reflects updated advice from our 3 local (Leicestershire) safeguarding partners.

It sets out changes to our normal child protection policy in light of coronavirus, and should be read in conjunction with that policy. Unless covered here, our normal child protection policy continues to apply.

This addendum is subject to change, in response to any new or updated guidance the government may publish. We will keep it under review as set out in section 15 below.

In this addendum, where we refer to measures to protect pupils who are at home, this means those who are learning at home for reasons to do with coronavirus – for example, due to clinical and/or public health advice, such as if there's a local lockdown or if they need to self-isolate.

In this addendum, where we refer to particularly vulnerable children, this means those who (in addition to having an EHCP):

Are assessed as being in need, including children:

- With a child protection plan
- With a child in need plan
- Looked after by the local authority

2. Core safeguarding principles

We will follow the statutory safeguarding guidance, [Keeping Children Safe in Education 2021](#).

We will always have regard for these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)

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- It is essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children at school and those at home.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed at the start of the 'Safeguarding & Child Protection Policy'.

If our DSL (or deputy) can't be on site, they can be contacted remotely by phone and/or email.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be either another base DDSL, or the Director of Education.

The senior leader will be responsible for liaising with our off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

5. Working with other agencies

We will continue to work with children's social care, with virtual school heads for looked-after and previously looked-after children, and with any other relevant safeguarding and welfare partners, to help keep children safe.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our 3 local safeguarding partners

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- The local authority, about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

6. Monitoring attendance

We will resume taking our attendance register. We will also follow [guidance](#) from the Department for Education on how to record attendance and what data to submit.

All students of compulsory school age will be expected to attend school unless a statutory reason applies (for example, the student has been granted a leave of absence, is unable to attend because of sickness, is unable to attend because of clinical and/or public health advice, is absent for a necessary religious observance).

Where any child we expect to attend school doesn't attend, or stops attending, we will:

- Follow up on their absence with their parents or carers (see below for protocol*)
- Notify their social worker, where they have one

*If a student (who is expected to attend school) does not attend, the relevant Head of Base should maintain daily contact with the parents and also the child, in order to monitor their welfare and wellbeing (this contact should be logged).

If a student expected to be attending school has a prolonged unexplained absence, then arrangements will be made for the Family Link Worker to make a home visit, and if possible, the Head of Base should also attend this visit (following appropriate Covid-19 safety protocols). During this visit, we will arrange to speak to the child, and work with the family to get the child back into school as soon as possible (potentially on an agreed reduced basis if there are major anxiety issues etc).

Similarly, if, during the course of the year, a student has prolonged periods of non-attendance, the above arrangements will be put in place.

As under any other circumstance of a child not attending school (excluding an authorised absence), if a child does not attend school for a period of **10 days or more**, then the relevant local authority will be informed - for Leicestershire County Council, details of the absence should be emailed to: cme@leics.gov.uk

Where relevant, we will endeavour to work with the local authority Inclusion Service to support students' return to school as required.

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We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible; this will be done by the school's Family Link Worker.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education 2021 when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

8. Concerns about a staff member, supply teacher, volunteer or contractor

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education 2021.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/supply teachers/volunteers working on site or remotely.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Contact plans

Where necessary, we have contact plans for children with a social worker, and other children who we have safeguarding concerns about, for circumstances where the child is at home.

Such individual plans will set out:

How often the school will make contact – this will be at least once a week

- Which staff member(s) will make contact – as far as possible, this will be staff who know the family well
- How staff will make contact – this will be over the phone, doorstep visits, or a combination of both

We have agreed these plans with children's social care where relevant, and will review them at least on a fortnightly basis

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If we can't make contact at all, we will contact children's social care or if necessary, the police.

10. Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on students' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above

10.1 Children returning to school

The Heads of base will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before children return.

The DSL (and deputies) will be given time to support staff and children regarding new concerns (and referrals as appropriate) as children return to school.

Staff and volunteers will be alert to any new safeguarding concerns as they see pupils in person.

10.2 Children at home

The school will maintain contact with children who are at home, whether timetabled to be in school or not. Staff will try to speak directly to children at home to help identify any concerns. Where possible, they will use school phones and devices to make calls home. Or, if necessary they will use personal phones but they will withhold their personal number.

Staff and volunteers will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

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11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff code of conduct (the document, 'Guidance for safer working practice for those working with children and young people in education settings May 2019'), and the school's IT acceptable use policy.

All staff working online with students have read and signed a staff disclaimer form (Online Learning/Live Video Call - Staff Protocol) detailing staff expectations and key considerations in relation to online learning. All video check-ins and online lessons will be recorded for safeguarding purposes, which has been agreed via parental disclaimer.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

11.3 Working with parents and carers

All parents have previously been sent additional information packs on how to keep their children safe online.

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, where relevant, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

12. Mental health

12.1 Children returning to school

Staff and volunteers will be aware of the possible effects that this period may have on students' mental health. They will look out for behavioural signs, including students

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being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

Where required, appropriate additional support will be provided by school staff, or where relevant, via external sources such as specialist staff (Eg; educational psychologists) or support services/agencies (Eg; via Early Help).

12.2 Children at home

Where possible, we will continue to offer our current support for student mental health for all students. We will also signpost all students, parents/carers and staff to other resources to support good mental health at this time.

When setting expectations for students learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

Staff and volunteers will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures as set out in section 3 of this addendum

13. Staff and volunteer recruitment

We continue to recognise the importance of robust safer recruitment procedures, so that staff and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education 2021.

When carrying out DBS checks and right to work checks, we will follow the latest guidance from the DBS, Home Office and Immigration Enforcement as appropriate (for example, with regards to the process for verifying documents). We will inform candidates about the intended process as soon as reasonably practicable.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, or other appropriate checks as deemed necessary.

14. Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive a safeguarding induction in line with the expectations of Keeping Children Safe in Education 2021.

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15. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, or Department for Education is updated, and as a minimum, once a month, by the Safeguarding & Compliance Lead. At every review, it will be approved by the Director of Education.

16. Links with other policies

This Addendum links to the following policies and procedures:

- Safeguarding & Child Protection policy
- Staff code of conduct (Guidance for safer working practice for those working with children and young people in education settings - May 2019)
- E-safety policy/IT acceptable use policy
- Health and safety policy

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