



WOODSIDE SCHOOL

‘Keeping our pupils safe’

Safeguarding and Child Protection Policy

Independent school standards: paragraphs 7 and 34.

This child protection and safeguarding policy pays regard to national guidance issued by the Secretary of State, including [‘Keeping Children Safe in Education’](#) (September, 2024) and [‘Working Together to Safeguard Children’](#) (December, 2023).

Last external review	March 2025
Next external review	March 2026
Latest update	May 2025

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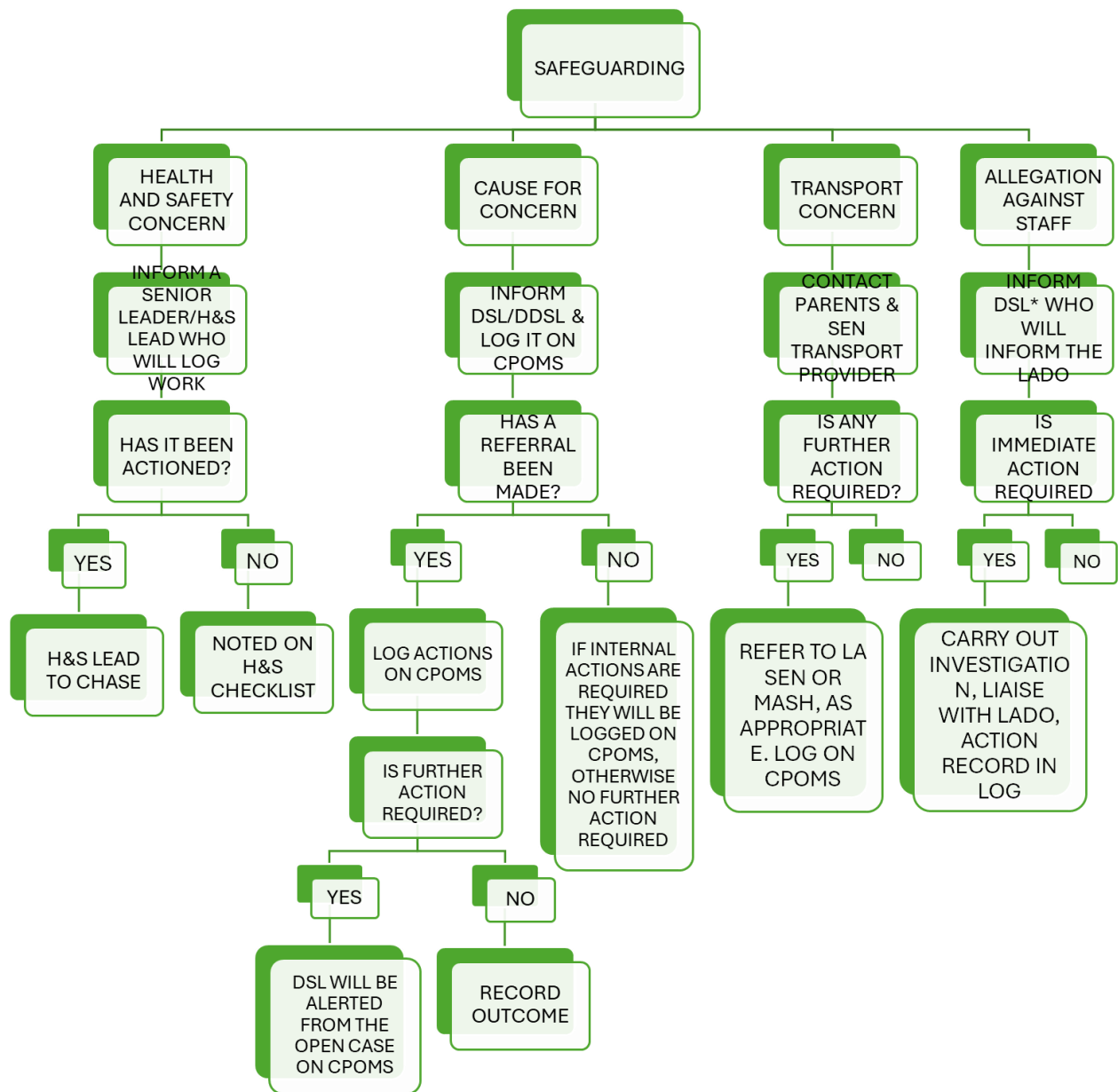
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WOODSIDE SCHOOL

Key contacts

Proprietor	Seva Childcare Ltd - mark@sevahomes.co.uk 07956 351971
Designated Safeguarding Lead (Chair of Proprietor body).	Mahesh Kotecha - mark@sevahomes.co.uk 07956 351971
Designated Safeguarding Lead	Zorian Patrick - zorian@sevahomes.co.uk 07887 048196



OUR PUPILS' SAFETY ALWAYS COMES FIRST

Woodside School understands that our work in safeguarding and protecting our pupils must always have regard for the national guidance issued by the Secretary of State and should be in line with local guidance and procedures. This policy is therefore written with due regard to national guidance, the latest of which is '[Keeping Children Safe in Education](#)' (September, 2024), '[Working Together to Safeguard Children](#)' (December, 2023). Our schools' procedures for safeguarding children are also compliant with the London Child Protection Procedures and Safeguarding Partnerships.

This policy is available to everybody online at www.woodside-schools.co.uk

This policy is regularly updated (as identified on page 1) by the designated safeguarding lead and updates are disseminated to all staff via emails, staff meetings and training sessions which are provided on staff training days.

All staff at Woodside School know that a range of other school policies are central to many aspects of this policy, and this document should therefore be read in conjunction with our policies for:

- anti-bullying
- attendance
- online safety
- equality
- first aid & medication
- health & safety
- healthy living (RSE)
- risk assessment
- physical intervention
- behaviour and the DfE's 'behaviour in schools' guidance
- Curriculum *Policy*
- staff discipline, conduct, capability & grievance procedures
- whistleblowing.

All adults working with, or on behalf of, our schools must always follow all of our procedures.

AIMS of POLICY:

- **To provide staff with the framework to promote and safeguard the wellbeing of pupils and in so doing ensure they meet their statutory responsibilities.**
- **To ensure consistent good practice across the school.**
- **To demonstrate our commitment to protecting children.**

KEY POINTS

Woodside School is committed to safeguarding and promoting the welfare of all our pupils, and expects all staff to share this commitment. Our training mantra and philosophy is to ‘think the unthinkable’.

PRINCIPLES AND VALUES

- Children have a right to feel secure and cannot learn effectively unless they do so.
- All children have a right to be protected from harm.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, whilst taking into account any contextual safeguarding.
- We acknowledge that it is essential that we work in partnership with other agencies that protect children and reduce risk and so we will engage in partnership working throughout the child protection process to safeguard children.
- Whilst the school will work openly with parents as far as possible, it reserves the right to contact Children’s Social Care or the police, without notifying parents if this is believed to be in the child’s best interests.
- All adults working within the school should maintain professional curiosity if they are concerned about a child.

All staff must be clear about their own role and that of others in providing a caring and safe environment for all pupils and must know how they should respond to any concerns about an individual pupil that may arise. Staff are aware that safeguarding and promoting the welfare of is everyone’s responsibility and they should consider what is in the best interests of the pupil, at all times. To this end, Woodside School will ensure that all staff know that Mahesh Kotecha is our Designated Safeguarding Lead (DSL) across all sites and has overall responsibility for child protection and safeguarding.

All safeguarding leads have received advanced-level training in order to undertake their roles and are also safer recruitment trained. All safeguarding leads receive updated training at least every two years; and in addition, keep up-to-date with safeguarding developments at least annually.

DSLs should be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc. This rationale should be recorded.

SAFEGUARDING MECHANISMS

At Woodside School, we ensure that a range of rigorous mechanisms are in place to assist staff to understand and discharge their roles and responsibilities, and to ensure consistent application across all sites.

All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately.

Mechanisms include:

- safeguarding induction training for all new staff
- annual online refresher safeguarding training
- whole-school face to face annual safeguarding training focusing on specific topics
- safeguarding emails to staff regarding key issues and updates
- termly meetings between the designated safeguarding lead and the proprietor

All staff must have read and signed to acknowledge their understanding of 'Keeping Children Safe in Education' part one and Annex B (September, 2024).

Full safeguarding training, drawing upon the latest national and local guidance, is provided to all staff on an annual basis.

Regular safeguarding updates are provided throughout the year via team meetings and annual face to face training to ensure that staff have the most up to date relevant skills and knowledge to safeguard pupils effectively. The meetings and training focuses on topics such as the 'Prevent' duty, ACEs & toxic stress, equality, child criminal exploitation, sexual violence and sexual harassment, online safety - including understanding roles and responsibilities in relation to our arrangements for our filtering and monitoring on school devices and networks.

Staff who are employed during the school year will receive safeguarding training at the very beginning of their induction period, and at least annually thereafter.

The child protection register is maintained by the DSL and all staff working with pupils are informed of all matters relating to pupils in their classes. In addition to our child protection register, the DSL keeps a live safeguarding log which records any and all concerns raised, and the actions taken, including the rationale for decisions, on the schools' online safeguarding portal.

The DSL provides a report on all safeguarding issues at each termly meeting with the Proprietor.

Regular contact is maintained with the Proprietor. The Proprietor has undertaken relevant training on safeguarding and child protection, which is regularly updated.

Woodside School always follow safer recruitment procedures so that we can be confident that all adults working in our school are safe to do so. All senior leaders are safer recruitment trained. Where possible, interviews are only undertaken by senior leaders.

Supervision is made available to those staff who are involved in the management of allegations of child abuse.

All persons who carry out regulated activity with children have an Enhanced DBS check prior to working at the school. In extreme circumstances, an individual may commence work with a DBS check that is pending as long as the school have completed all other checks, including two satisfactory professional references and a cleared barred list check (and the individual would also always be supervised when working with pupils).

The DSL will, if informed in advance by the staff member undergoing the DBS check, risk assess the member of staff if the check includes a record of anything that could potentially be cause for concern including any unspent police caution, conviction, reprimand or warning. Whether this risk assessment supports the appointment of the staff member or not, this risk assessment with any supporting investigative documentation will be kept securely and confidentially on file. If a member of staff does not declare anything that could potentially be cause for concern, including any relevant unspent police caution, conviction, reprimand or warning, the applicant will not be appointed to the school.

Teachers and those working in school have daily contact with pupils in their classes and around the school buildings, and as a result have first- hand knowledge of child development and behavioural norms.

As a result, professionals are in a unique position to identify pupils who would benefit from 'early help' as soon as problems emerge and who are being/or are at risk of abuse.

However, staff do not decide if something is or is not a child protection issue. Any concerns MUST be passed onto the designated safeguarding lead and/or a deputy designated safeguarding lead and referred using the schools' online safeguarding portal CPoms (or directly to the LADO, local authority or Channel, as appropriate).

Staff must follow Woodside Schools' safeguarding and child protection procedure if they have any concern regarding a pupil. However, staff should also be aware that if there is a risk of immediate serious harm to a pupil, a referral can and should be made to children's social care immediately and that anybody can make a referral. If the pupil's situation does not appear to be improving the staff member with concerns should press for re-consideration.

RESPONDING TO CONCERNS ABOUT INDIVIDUAL PUPILS - Roles and responsibilities of all staff.

All pupils at Woodside School must be able to place their trust and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if they have a concern about a pupil or if a pupil chooses to talk to them about any matter which raises child protection concerns.

PROCEDURES OVERVIEW

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility. The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or is at risk of harm.

The prime concern at all stages must be for the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that very young children, those with disabilities, special needs, certain medical conditions or with language deficit/English as a second language may have more difficulty in communicating concerns or feelings.

They may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility, which will include children (for example younger siblings) visiting the site in addition to pupils.

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:

1. Complete a Safeguarding Incidence Referral form (see Appendix 1) or make an initial record of the information on CPOMS
2. Report it to the DSL immediately
3. The DSL will consider if there is a requirement for immediate medical

intervention. Urgent medical attention should not be delayed if the DSL is not immediately available

4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence. Include everything that has happened, including details of:

- Dates and times of observations
- Dates and times of any discussions in which they were involved
- Any injuries
- Explanations given by the child / adult
- What action was taken
- Any actual words or phrases used by the child

The records must be signed and dated by the author with an equivalent procedure in place for electronic based records

In the absence of the DSL or their Deputy, staff must be prepared to refer directly to Children's Social Care (and the police if appropriate) if there is the potential for immediate, significant harm.

Following a report of concerns the DSL must:

1. Decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to Children's Social Care and the police if it is in keeping with the National Police Chiefs Council "When to call the Police" guidance. The rationale for this decision to refer or not will be recorded by the DSL.

2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could have an impact on a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account when appropriate.

If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm the DSL (or Deputy) must contact Children's Social Care via the InterAgency Referral Form (IARF), making a clear statement of:

- the known facts
- any suspicions or allegations
- whether or not there has been any contact with the child's family.

If a child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify Children's Social Care of the occurrence and what action has been taken.

If a pupil makes a disclosure to a member of staff:

A member of staff who is approached by a child should maintain a positive attitude and try to reassure them. They should not promise complete confidentiality and should

explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preferred communication method.

All staff should know who the DSL is and who to approach if the DSL is unavailable.

Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

Guiding principles, the seven R's

All staff must:

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

Reassure

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child why something has happened
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and to whom you need to talk. Reassure the pupil that it will be a senior member of staff in confidence.

Report

- Share concerns with the DSL as soon as possible using CPOMS and/or the Safeguarding Incident form
- If you are not able to contact your DSL or the Deputy, and the child is at risk of immediate harm, contact the children's services social care department directly.

Record

- If possible, make some very brief notes at the time, and write them up as soon as possible on CPOMS and/or the Safeguarding referral form

- If you make notes, pass them to the DSL for scanning onto CPOMS, the original notes will be placed in their file.
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising or marks
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it.
- All staff should be aware that children may not feel ready or know how to tell somebody that they are being abuse, exploited or neglected and/or they may not recognise their experiences as harmful.

Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened after the report being made. If they do not receive this information, they should be proactive in seeking it out.

If a staff member believes that their concerns have not been dealt with effectively or that the child remains at risk, they should initially ask the DSL to reconsider ensuring that the risks are understood. If this does not result in a satisfactory outcome, or the DSL rationale appears to miss the risk to the child, then the Whistleblowing procedures of the school should be followed.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed the procedure correctly and that their swift actions will enable the allegations to be handled appropriately. For some staff, use of an employee-based counselling service may be appropriate.

The DSL:

- Takes lead responsibility for safeguarding and child protection, including online safety and ensuring the schools' filtering and monitoring systems are effective
- Manages referrals from school staff or any others from outside the school

- Works closely with external agencies, including a pupil's wider professional network, which usually include professionals from social care and CAMHS
- Helps promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues with staff
- Undertakes training and keep staff abreast of latest legislation and guidance
- Raises awareness of safeguarding and child protection amongst the staff and parents/carers
- Ensures that child protection information is transferred to a pupil's new school
- Is aware of pupils who have a social worker and checks whether the pupil is currently subject to a Child Protection Plan or has been previously subject to a Plan
- Assesses any urgent medical needs of the pupil
- Considers whether a pupil has suffered, or is likely to suffer significant harm
- Considers whether a safeguarding concern should be discussed with the pupil's family or whether to do so may put the pupil at further risk of harm because of delay or the family's possible actions or reactions
- Records incident, ensuring that all details are clear, timed and dated and that pupils' own words are used when possible
- Ensures that when a concern is raised or a referral made all actions are recorded - or that if no action is taken, the rationale is detailed and clear.
- Seeks advice if unsure that a child protection referral should be made
- Frequently and regularly review all data in order to analyse trends, check patterns of concerns and to ensure that actions taken are timely, appropriate and in the best interests of children.
- Liaises with the three safeguarding partners (local authority, clinical commissioning group and the chief police officer of the area) and works with other agencies in line with ['Working Together to Safeguard Children'](#) December 2023 and National Police Chiefs' Council (NPCC) - ['when to call the police'](#).
- Leads and manages a review of incidents and lessons learned.

If the pupil discloses sexual abuse or sexual abuse is suspected, the pupil must not be questioned and the parents must not be informed until social care services and the police child abuse investigation team has been

informed and advice given.

Information will be shared on a 'need to know' basis and must be treated in absolute confidence. Staff must not discuss allegations with the pupil, family members or colleagues.

The DSL will either make a referral to the pupil's local authority children's services duty or referral and assessment team or, if a referral is not considered appropriate at that stage, make full written records of the information that they have received, detailing the reasons for the judgement that the matter was not referred to the local authority. The DSL keeps a written record of all contact with other agencies. All paperwork relating to child protection is kept securely.

All pupils who are subject to a child protection plan will have core group meetings and case conferences organised by social care services. A member of the safeguarding leadership team (DSL) will attend these on behalf of the school. Pupils are aware that these meetings take place and that the school will be presenting a report at the meetings. The Head Teacher is responsible for Children Looked After (CLA) at their sites; they liaise accordingly with local authorities and virtual school headteachers to promote the educational achievement of pupils who are looked after. They will provide updated information that will then be collated for their Pupil Education Plan (PEP). Support will still be offered to pupils who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England or Wales.

All staff, including leaders, teachers and therapists monitor pupils who are subject to a social care services Child Protection (CP) or Child In Need (CIN) Plan.

CHILD PROTECTION - RECOGNITION AND RESPONSE TO ABUSE

Owing to the nature of the day-to-day relationship pupils at Woodside School have with staff, all adults working in the school are particularly well placed to notice any physical, emotional or behavioural signs that a pupil may be suffering significant harm. We understand that harm means the ill-treatment or impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of another person. All staff must therefore be alert to any possible indicators that a pupil is suffering harm and report any concerns to the DSL. Staff also recognise that when a pupil has a social worker, it is an indicator that the pupil is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing barriers that may negatively impact on attendance, learning, behaviour and mental health. We take these needs into account when making plans to support pupils who have a social worker.

MULTI-AGENCY WORKING

The three safeguarding partners (local authority, clinical commissioning group and the chief police officer of the area) will make arrangements to

work together by setting out relevant named agencies to safeguard and promote the welfare of pupils. The three partners will make arrangements to ensure Woodside School is fully engaged, involved and included in any safeguarding arrangements. Woodside School are under a statutory duty to co-operate with the published arrangements if named as a relevant agency.

INFORMATION SHARING AND CONFIDENTIALITY

Woodside School ensures that there are arrangements in place setting out processes for sharing information with the three safeguarding partners, other organisations, agencies and practitioners. See Data Protection (GDPR) policy.

Staff have awareness of the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection act 2018 and the UK General Data Protection Regulation (UK GDPR). This includes allowing relevant staff to share information without consent where there is good reason to do so and the sharing of information will enhance the safeguarding of a pupil in a timely manner, or to gain consent would place the pupil at risk.

Woodside School will withhold providing information where the serious harm test is met. For example, in a situation where a pupil is in a refuge or another form of emergency accommodation.

If the pupil is under 12, consent to share information about them must be obtained from their parents or carers. Pupils aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Pupils aged 16 and over are able to give their own consent.

SAFEGUARDING - PROVIDING A SAFE ENVIRONMENT

All families of pupils attending Woodside School must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school. We will do this by:

- Promoting a caring, safe and positive environment within the schools
- Ensuring that our staff are appropriately trained in safeguarding and child protection and keep an up-to-date record of all training undertaken
- Encouraging the self-esteem and self-assertiveness of all pupils through the curriculum so that the pupils themselves become aware of danger and risk and what is acceptable behaviour and what is not
- Ensuring pupils are taught about keeping themselves safe, including online safety as part of providing a broad and balanced curriculum. This may include covering relevant issues through Personal, Social, Health & Economic (PSHE) education and

Relationships, Sex and Health Education (RSHE).

- Working in partnership with other safeguarding services and agencies
- Displaying posters that detail contact numbers for ChildLine
- Always following 'safer recruitment' procedures when appointing staff
- Welcoming visitors in a safe and secure manner (all visitors must sign in electronically, read key safeguarding information and wear a visitor's badge)
- Undertaking risk assessments when planning out-of-school activities or trips

SAFEGUARDING & CHILD PROTECTION IN SPECIFIC CIRCUMSTANCES

SAFEGUARDING PUPILS WITH SEN AND DISABILITIES

All pupils deserve the opportunity to achieve their full potential and the purpose of all intervention is to safeguard and promote the welfare of the child. We are aware that our pupils, all of whom have special educational needs and/or disabilities (SEND) are more vulnerable to be subject to abuse, neglect and exploitation. For example, there could be a reluctance to believe pupils with SEND are being abused, limited opportunities for these pupils to seek help from someone else or a lack of access to support services. Pupils may not feel ready or know how to tell someone that they are being abused. Staff have an awareness that behaviour, mood and injury may relate to possible abuse and not just their SEND. Our pupils may have a higher risk of being isolated from their peers, left out of group activities or bullied. At Woodside School, we strive to help safeguard these pupils by ensuring that they are heard, have plentiful access to therapeutic support and liaise with external support services on the family's behalf.

INTIMATE CARE

- We do not provide intimate care for pupils and therefore do not have or follow a separate intimate care policy. However, there may be occasions where pupils require assistance with toileting, such as due to their age or anxiety. Our main aim is to ensure pupils are safe and have dignity in circumstances where they require support with toileting. We encourage pupils to be as independent as possible with their personal care. Staff will provide instructions, guidance, and reassurance: they will not be involved in direct intimate care. Pupils will be encouraged to talk to staff about their toileting needs and when they are aware that they need assistance, and also to let their parent/carer and/or a trusted adult know if they have any concerns or feel uncomfortable. We ask that families ensure that they provide all relevant information to school, as soon as possible, so that the needs of their child can be met. It is important that families ensure that they work towards their child achieving the maximum possible level of independence at home.

CHILDREN WHO ARE LESBIAN, GAY, BISEXUAL OR GENDER QUESTIONING

- It is important to note that being lesbian, gay, bisexual or gender questioning is not in itself an inherent risk factor of harm, however pupils may be at risk, for example, of being bullied by other pupils. It is, therefore, essential that all of our pupils have a trusted adult that they can approach and talk to if necessary. Trusted adults aim to reduce the additional barriers faced by these pupils by providing a safe space for them to talk or share any concerns that they have.
- The Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder. The review recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience. As such, when supporting a gender questioning child, schools are advised to take a cautious approach in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

CONTEXTUALISING SAFEGUARDING

- Staff are aware that safeguarding incidents and/or behaviours may be a result of factors within or outside the home, including online e.g. in the community, peer groups, extended family members. All staff, but especially the designated safeguarding lead (and deputies) are aware that issues such as mental health, CCE, CSE, gang culture, serious crime and child on child abuse can have an adverse impact on children and young people, and families may have little influence over these contexts. It is important that staff recognise the signs of abuse and understand that pupils are vulnerable to abuse beyond their front doors, therefore acting quickly to safeguard pupils is imperative.

MENTAL HEALTH & SELF HARM

- We cater for pupils with complex needs, adverse childhood experiences (ACEs) and experiences of toxic stress. We tailor our approach to individual pupils in order to be able to support their emotional well-being, self-esteem and development (see our 'what we do' policy). Staff are aware that mental health problems can, in some cases, be an indicator that a pupil has suffered or is suffering from abuse, neglect or exploitation. Staff are not expected or trained to diagnose mental health conditions or issues, but may notice

behaviours that may be of a concern.

- At times, pupils can display self-harming behaviours and express suicidal ideation as a result of their trauma and inability to express their emotions by using adaptive coping strategies.
- Staff know which pupils are at risk and preventative measures are highlighted in pupils' individual risk assessments and discussed in morning and afternoon briefings as part of the set agenda.
- Pupils who display self-harming behaviours or suicidal ideation are at greater risk of harming themselves, including via ligature points.
- Staff all receive in-house ligature training and know what actions they should take if a pupil attempts to harm themselves, which includes seeking support from leaders.
- Staff are trained to know how to make dynamic risk assessments, which may include the removal of any possible items that could be used as a ligature when dysregulated.
- The DSL has completed specialist anti-ligature training. Anti-ligature training features explicitly in induction, refresher and annual training sessions.
- The DSL or a senior leader will immediately make contact with families and call 999, if required. Safety advice is always given to any parent/carer when there is a risk of harm.
- There are always first aiders present on site who will administer any first aid that is required.
- All our schools have an anti-ligature kit stored in the designated medical rooms.
- Staff know they are to f required to keep a pupil safe.
- The overall ligature risk across our day schools is low as pupils are always supervised, and rooms not in use are locked at all times.
- Any relevant incident must be referred to the DSL as soon as possible; the concern will be logged on the schools' online safeguarding portal Cpoms. The DSL will make a referral to social care services and CAMHS, as appropriate.

CHILDREN ABSENT FROM, AND CHILDREN MISSING, EDUCATION

We know that a pupil's unexplained and or persistent absence from school could mean that they are at risk of harm and can lead to a child becoming missing from education. We pay regard to the latest statutory '[Working together to improve school attendance](#)' (August 2024) guidance.

The school will view absence as both a safeguarding issue and an educational outcomes issue. The school may take steps that could result in legal action for attendance, or a referral to children's social care, or both. **Children Missing from Home or Care** It is known that children who go missing are at risk of suffering significant harm, and there are specific risks around children running away and the risk of sexual exploitation. The police definition of 'missing' is: "Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed."

Local authorities have safeguarding duties in relation to children missing from home and should work with the police to risk assess and analyse data for patterns that indicate particular concerns and risks.

The police will prioritise all incidents of missing children as medium or high risk. Where a child is recorded as being absent, the details will be recorded by the police, who will also agree review times and any on-going actions with person reporting.

A missing child incident would be prioritised as 'high risk' where:

- the risk posed is immediate and there are substantial grounds for believing that the child is in danger through their own vulnerability; or
- the child may have been the victim of a serious crime; or
- the risk posed is immediate and there are substantial grounds for believing that the public is in danger.

The high-risk category requires the immediate deployment of police resources. Authorities need to be alert to the risk of sexual exploitation or involvement in drugs, gangs or criminal activity, trafficking and to be aware of local "hot spots", as well as concerns about any individuals with whom children might runaway. Child protection procedures must be initiated in collaboration with children's social care services whenever there are concerns that a child who is missing may be suffering, or likely to suffer, significant harm.

Within any case of children who are missing both push and pull factors will need to be considered.

Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Trigger Trio (domestic abuse, parental mental ill health and parental substance misuse)

Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as

unaccompanied asylum-seeking children, there will be pressure to make contact with their trafficker.

We will inform all parents of children who are absent (unless the parent has informed us). If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them or do so ourselves with urgency.

- Our classes and schools are small, and thus attendance is easily tracked closely. Any pupil who is absent for prolonged periods and/or on repeat occasions will always get immediate attention from the DSL.
- We know that pupils who are absent from education for prolonged periods of time and/or on repeat occasions can act as a vital warning sign to a range of safeguarding concerns and can eventually lead to pupils being missing in education.
- Staff are trained to be 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, forced marriage and CSE.
- We will always seek to clarify the reason for a pupil's absence from school with the pupil's parent or carer as soon as is practicable on the first day; the reason for absence is recorded on the register. If we are unable to obtain the reason for a pupil being absent, we will attempt to contact the pupil's emergency contacts. We ask for at least two emergency contacts for every pupil. At this stage, if we have been unable to contact the family or emergency contacts, a home visit will be carried out. As a last resort, if the school has not been able to ascertain where a pupil is after following the steps above, the pupil will be classed as a 'missing child' and they will be reported to the police.
- We will also always report an unexplained absence of a pupil with a Child Protection Plan to the pupil's social worker on the same day.
- We will always report a continued absence (10 or more school days) about which we have not been notified by the parent or carer to the Local Authority's SEND Team and Education Welfare Service.
- We will always report to the local authority the name of any pupil who has been newly registered to attend our school but does not arrive on the expected day.
- We will always report to the Education Welfare Service the continued absence of a pupil known or thought to have been taken overseas if the pupil does not return to school on the expected return date.

- We maintain accurate attendance and admission registers (all pupils are on both), in line with statutory requirements. This includes paying careful attention to off-rolling pupils in association with the local authority and knowing, and recording, pupil destinations consistently on the admission register. Where a pupil destination is unknown, and unable to be sought after significant follow-up, the local authority, education welfare service and/or social care services will be informed.
- We do not ‘delete’ pupils from the admission register. We alert the pupil’s local authority immediately if:
 - the pupil has been taken out of school by their parents and are being educated outside the school system e.g. home education
 - the pupil has ceased to attend school
 - the pupil has been certified as medically unfit to attend school
 - the pupil is in custody.

Keeping local authorities up to date is crucial so that they can check if pupils of compulsory school age are missing education, and therefore might be in danger of not receiving an education and be at risk of abuse, neglect or exploitation.

On the rare occasions that we suspend pupils for a fixed-term (usually one day), we put this in writing to both the family and the placing local authority. While we provide the pupil with work to complete during their external suspension, we cannot be responsible for the pupil’s safety and welfare during their time at home.

ALLEGATIONS FROM PUPILS AGAINST OTHER PUPILS (‘CHILD ON CHILD ABUSE’, including ‘UPSKIRTING’)

In most instances, negative conduct of pupils towards each other will be covered by our ‘what we do’, behaviour and anti-bullying policies, which reflect the [DfE’s ‘behaviour in schools’ guidance](#). However, some allegations may be of a more serious nature and raise safeguarding concerns. Allegations made against another pupil may include physical abuse (e.g. violence, particularly pre-planned; forcing the use of drugs or alcohol), emotional abuse (e.g. bullying, blackmail, extortion, threats, intimidation, abuse in intimate personal relationships between peers), sexual abuse (e.g. indecent exposure, touching, sexual violence and sexual harassment, sexting, forcing the watching of pornography or upskirting, which is a criminal offence and typically involves someone taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm and/or sexual exploitation (e.g. photographing or videoing indecent acts). Staff are aware that child on child abuse can happen both inside and outside of school or online, even if there are no reports disclosed in school it does not mean that it is not happening.

MINIMISING THE RISK

It is inevitable in our schools that some pupils will present a safeguarding risk to other pupils. A robust induction system ensures that we are informed as to whether a pupil arrives or re-joins presenting a safeguarding concern, for example after coming back into school following a period in custody or having experienced serious abuse themselves. Intelligent timetabling, groupings, supervision and personalised risk assessments, including daily dynamic risk assessments, are central to the effective management of safety in our schools. Staff also actively teach pupils about forms of abuse and how to keep themselves and others safe as part of the curriculum; it is embedded in our values, PSHE and RSHE lessons, assemblies etc. In itself, this dramatically reduces the possibility of negative conduct against other pupils, and therefore of allegations.

MANAGING ALLEGATIONS AGAINST OTHER PUPILS

Staff know the importance of challenging inappropriate behaviours between peers and know never to downplay certain behaviours as “banter” or “part of growing up” as it can normalise violent and abusive behaviours.

We are aware that girls are more likely to be victims of abuse and boys are more likely to be perpetrators, however any allegations will be taken seriously as we have a zero-tolerance approach to abuse.

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern.

If there is a safeguarding concern:

- The DSL should be informed via the schools’ online safeguarding portal.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances
- The DSL will contact social care services to discuss the case. It is possible that social care services are already aware of safeguarding concerns around the pupil. The DSL will follow through the outcomes of the discussion and make a social care services referral where appropriate
- The DSL will make a record of the concern, the discussion and any outcome and a copy will be filed on the pupil’s online safeguarding portal profile
- If the allegation indicates a potential criminal offence has taken place, the police will be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim)
- It may be appropriate to exclude the pupil being complained about

for a period of time, as per our behaviour and anti-bullying policies

- Where neither social care services nor the police accept the complaint, a thorough school investigation will take place in any case, using our internal procedures
- In situations where the DSL considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan which will be monitored and evaluated with all adults working with the pupil. Individual risk assessments will also be amended accordingly.
- All victims will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward and share the concern. This also includes any abuse that has taken place outside of school.
- Staff will explain that the law is in place to protect young people rather than criminalise them. Both the victim(s) and perpetrator(s) will be supported by the school, what this looks like may vary depending on the case, however it may include: additional therapeutic support, home visits, personalised timetable, family support and ongoing communication with external agencies.
- Staff will reassure and explain to the victim how they will be kept safe and supported.

SEXUAL VIOLENCE & SEXUAL HARASSMENT

Sexual violence and sexual harassment may occur between two pupils of any age and sex. It may occur though a single pupil or group of pupils sexually harassing or being sexually violent towards another pupil or group of pupils, it may happen both physically or verbally, online or offline. It can take many different forms; inappropriate sexual play, harmful sexual behaviour, sexting, grooming etc.

We continually advise staff to maintain an attitude of 'it could happen here' and to 'think the unthinkable' as we have a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable, however [Ofsted's review of sexual abuse in schools and colleges](#) revealed how prevalent sexual harassment and online abuse are for pupils.

We are also aware that pupils with SEND are three times more likely to be abused than their peers. Staff will always address inappropriate behaviour as it can be an important intervention that helps prevent abusive and/or violent behaviour in the future.

Sexual violence, as per the Sexual Offences Act 2003, can be defined as:

- Rape - intentional penetration by a male of the vagina, anus or mouth using a body part or other item, if the person being penetrated does not consent and the person penetrating does not

reasonably believe that they consent

- Assault by penetration - intentional penetration by person of the vagina or anus using a body part or other item, if the person being penetrated does not consent and the person penetrating does not reasonably believe that they consent
- Sexual assault - intentionally touching another person in a sexual way if the person being touched does not consent and the person touching does not reasonably believe that they consent. Sexual assault covers a wide range of behaviours, an act of a single kiss to someone who does not consent or touching someone's genitalia without consent can still constitute sexual assault.
- Causing someone to engage in sexual activity without consent - if a person intentionally causes another person to engage in an activity, the activity being sexual, that they did not consent to. This could include forcing someone to strip, touch themselves or engage in sexual activity with a third party.

The Sexual Offences Act 2003 states that the age of consent is 16 years of age. Consent is only given freely by someone who has the capacity to make that choice. Consent to one sexual act does not imply consent to another and consent can be withdrawn at any time. Sexual intercourse without consent is rape. Pupils under the age of 13 years of age cannot consent to sex.

Sexual harassment includes behaviours such as:

- Sexual comments, lewd comments, telling sexual stories
- Sexual jokes or taunting
- Physical acts, such as deliberately brushing against someone or interfering with their clothes
- Displaying sexual pictures, photos or drawings of a sexual nature
- Online sexual harassment, such as sharing sexual images/videos (sexting), inappropriate sexual comments on social media, exploitation, coercion and threats
- Sharing unwanted explicit content
- Upskirting
- Sexualised online bullying

If not challenged, sexual harassment can normalise inappropriate behaviours and create a culture that may lead to sexual violence.

Characteristics of healthy sexual behaviour include:

- A mutual interaction
- Consensual
- Exploratory and age-appropriate behaviour
- No intent to cause harm
- Fun and humorous

- No power differential between participants

Characteristics of problematic sexual behaviour

include:

- Behaviours that are not age appropriate e.g. young pupils using sexual swear words
- Some 'one off' low level incidents of low-key behaviour e.g. touching over clothing
- The behaviour is spontaneous rather than planned
- Behaviours are driven by peer pressure
- Where there are other balancing factors such as a lack of intent to cause harm, or a lack of understanding in the young person and the behaviours, or there is some remorse
- The targeted pupil may feel aggrieved with the behaviour but does not feel scared, and feels free to tell someone

Characteristics of harmful sexual behaviour include:

- Behaviours which are not age or developmentally appropriate
- Power differentials between young people such as age, size status and strength
- Elements of planning, secrecy or force
- Incidents increase in frequency and the young person's interest in them is disproportionate to other aspects of their life
- Where the young person does not take responsibility for the behaviour and blames others or feels a strong sense of grievance
- The targeted pupil feels fearful, anxious and/or distressed

Evidence suggests that girls, pupils with SEND and LGBT pupils are at greater risk. It is important that all disclosures are taken seriously and never considered as 'banter', victims are supported and there is a clear message that it is never acceptable. It is important to consider that pupils who are displaying harmful sexual behaviours have often experienced their own abuse and trauma and it is essential that they are offered appropriate support.

Any experience of sexual violence and sexual harassment is likely to have a significant impact on a pupil's emotional well-being and adversely affect their educational attainment.

MANAGING INCIDENTS OF SEXUAL VIOLENCE & HARASSMENT

Pupils may not be able to tell staff about their abuse verbally, they may try to alert staff by showing signs or acting in a certain way, or it may be overheard or a third- party disclosure. Staff need to be mindful that the initial response to a report from a pupil is very important as it can encourage or undermine the confidence of future victims of sexual

violence and sexual harassment to report or come forward.

However, the starting point of any report should always be that there is a zero- tolerance approach to sexual violence and sexual harassment, it is never acceptable and it will not be tolerated. We remind staff to **‘see it, hear it, believe it, do something’**.

Staff are to listen carefully, share any concerns about a pupil to the designated safeguarding lead and log a factual report on the schools’ online safeguarding portal.

The DSL will be best placed to advise on the initial response and will consider what the investigation will look like, including any necessary action.

Important considerations will include:

- The wishes of the victim in terms of how they want to proceed. The victim will be given as much control as possible over the decisions regarding how the investigation will proceed and any support they will be offered. This will, however, be balanced with the schools’ safeguarding duty to protect other pupils
- The nature of the alleged incident(s), including whether a crime may have been committed and/or whether harmful sexual behaviour has been displayed
- The ages of the pupils involved
- The developmental stages and SEND of the pupils involved
- Any power imbalance between those involved
- If the alleged incident is a one-off or a sustained pattern of abuse
- That sexual violence and harassment can take place within intimate personal relationships between pupils
- Importance of understanding intra-familial harms and whether support needs to be sought for siblings
- Are there going to be any ongoing risks to the victim, pupils or school staff?
- Are there any further concerns or related issues, such as child sexual exploitation?

Depending on the outcome of the investigation, action will be taken in conjunction with our anti-bullying, ‘what we do’ and behaviour policies. If a pupil is at risk of harm, is in immediate danger or has been harmed, a referral should be made to social care; and as rape, assault by penetration and sexual assaults are crimes, a referral to the police should be made. In most instances, both the victim’s and the alleged perpetrator’s parents or carers will be informed, unless there is reason to believe that informing a parent or carer will put a pupil at additional risk. Usually the alleged perpetrator(s) will be informed after the DSL seeks

advice on next steps from the relevant agency, however immediate action should be taken if needed to safeguard the victim and/or other pupils.

An immediate risk assessment should be carried out in order to establish what protection and support is needed for those involved. Usually, the incident will either be handled internally, referred to early help, referred to children's social care and the police. As schools, we will be part of the wider discussion with statutory safeguarding partners when thinking about next steps. Whatever the response, it should be under-pinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment.

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the DSL should consider whether the pupil who made the allegation needs additional support or may have been abused by someone else. In such circumstances, a referral to children's social care may be appropriate. Alternatively, disciplinary action may be appropriate against the individual who made it as per our behaviour policy.

Further guidance can be found within part 5 of 'Keeping Children Safe in Education' (September, 2024).

The NSPCC has set up a dedicated helpline to support anyone who has experienced sexual abuse in educational settings - 0800 136 663.

SEXTING: SHARING NUDES AND SEMI-NUDES

The DfE produced guidance on 'Sharing nudes and semi-nudes: how to respond to an incident' (December 2020), along with the UK Council for Child Internet Safety (UKCCIS) on how to tackle sexting and 'youth produced sexual imagery' as sharing photos and videos online is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives.

This increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to child sexual exploitation.

Sexting is sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet. If any devices need to be seized and passed onto the police, then the device(s) will be confiscated, and our safer schools police officer will be contacted. The device will be turned off and placed in the safe until the police are able to come and retrieve it.

Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales). Specifically, it is an offence to

possess, distribute, show and make indecent images of children. The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

Although the production of such imagery will likely take place outside of school, these issues often manifest in schools working with children and young people. Staff respond swiftly and confidently to ensure that pupils are safeguarded, supported and educated and are aware of the following:

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

The response to these incidents should be guided by the principle of proportionality and the primary concern at all times should be the welfare and protection of the young people involved.

- All incidents involving sexting and youth produced sexual imagery should be responded to in line with the schools' online safeguarding portal.
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.
- In many cases, education settings may respond to incidents without involving the police, for example where an incident can be defined as 'experimental' and there is no evidence of abusive or aggravating elements. The police may, however, need to be involved in some

cases to ensure thorough investigation, including the collection of all

evidence (for example, through multi-agency checks). Where there are abusive and/or aggravating factors, incidents should always be referred to the police through the Multi-Agency Safeguarding Hub (MASH). Even when the police are involved, a criminal justice response and formal sanction against a child or young person would only be considered in exceptional circumstances.

CHILD SEXUAL EXPLOITATION (CSE)

- Child Sexual Exploitation (CSE) is a form of child sexual abuse. It can take many forms from the seemingly ‘consensual’ relationship where sex is exchanged for attention/affection, accommodation or gifts, to serious organised crime and child trafficking. What marks out exploitation is an imbalance of power within the relationship, to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. The perpetrator always holds some kind of power over the victim, increasing the dependence of the victim as the exploitative relationship develops. Woodside School attempts to identify young people who are vulnerable to, or at risk of, sexual exploitation and who need services and interventions to keep them safe. Staff will alert the DSL and log any concerns around CSE on the schools’ online safeguarding portal. We will pass on any information about CSE issues affecting the schools, for example concerns about adults hanging around the school, to the police.

DOMESTIC ABUSE (INCLUDING TEENAGE RELATIONSHIP ABUSE)

Domestic abuse can be defined as 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
- emotional.

Pupils can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own relationships (teenage relationship abuse).

Woodside School is part of the national ‘Operation Encompass’ scheme, which operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to pupils who are experiencing domestic abuse.

Contact will be made prior to the start of the next school day, when a child or young person has been exposed to, or involved in, any domestic incident.

The Police will liaise with the DSL if an incident occurs and will use the information that has been shared, in confidence, while ensuring that the school is able to make provision for possible difficulties experienced by pupils, or their families, who have been involved in, or exposed to, a domestic abuse incident.

Operation Encompass does not replace statutory safeguarding procedures and where appropriate, a referral to local authority children's social care will be made if there are concerns about a pupil's welfare.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about pupils who have experienced domestic abuse. The helpline is available 08.00 to 13.00, Monday to Friday on 0204 513 9990 (charged at local rate).

The current UK definition of domestic violence includes incidences between people aged 16 or over, but it is important to note that violence and abuse can occur in relationships between children and young people at any age.

School staff will look out for the signs of domestic abuse, including relationship abuse and educate pupils about what healthy relationships look like and what abusive relationships are.

Where concerns exist that a pupil may be at risk of domestic abuse or experiencing relationship abuse, the DSL will be informed as soon as possible and the concern will be logged on the schools' online safeguarding portal. The DSL will alert the relevant agencies and work with other professionals in order to safeguard the pupil.

Staff are also aware that Refuge runs a national domestic helpline (0808 2000 247) which provides guidance and support for potential victims, as well as those who are worried about others.

FORCED MARRIAGE & HONOUR-BASED ABUSE

A 'forced' marriage is distinct from a consensual 'arranged' marriage because it is without the valid consent of both parties and where duress is a factor. A child who is forced into marriage is at risk of significant harm through physical, sexual and emotional abuse.

Since February 2023, it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced-marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Information about a forced marriage may come from the pupil themselves, of the pupil's peer group, a relative or member of the pupil's local community or from another professional. Forced marriage may also become apparent when other family issues are addressed, e.g. domestic violence, self-harm, abuse, neglect or exploitation. Forced marriage may involve the child being taken out of the country for the ceremony, is likely to involve non-consensual/under-age sex and refusal to go through with a forced marriage has sometimes been linked to 'honour killing'. Honour-based abuse is an ancient cultural tradition that encourages abuse and violence towards family members who are considered to have dishonoured their family. It is rooted in domestic violence and is often a conspiracy of family members and associates, meaning victims are a risk for their parents and families.

School staff should respond to suspicions of a forced marriage or honour-based abuse by alerting the DSL who will make a referral to children's social care services and if the risk is acute, to the Police Child Abuse Investigation Team. School staff should not treat any allegations of forced marriage or honour-based abuse as a domestic issue and send the pupil back to the family home. It is not unusual for families to deny that forced marriage is intended, and once aware of professional concern, they may move the pupil and bring forward both travel arrangements and the marriage. For this reason, staff should not approach the family or family friends, or attempt to mediate between the pupil and family, as this will alert them to agency involvement. Further information and advice can be obtained from the Forced Marriage Unit www.fco.gov.uk/forcedmarriage or 0207 008 0151 and the Honour Based Violence Helpline 0800 599 9247. **Again, as with all concerns, please alert the DSL as soon as possible.**

FEMALE GENITAL MUTILATION (FGM)

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. Female Genital Mutilation affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone. Although our school have no pupils from these backgrounds and consider our small number of girls in our schools to be safe from FGM, we will continue to review our policy annually and to include it in annual update training for all staff.

School staff should be alert to the following indicators:

- The family comes from a community that is known to practise FGM
- A pupil may talk about a long holiday to a country where the practice is prevalent
- A pupil may confide that she is to have a 'special procedure' or to attend a special occasion

- A pupil may request help from a teacher or another adult
- Any female pupil born to a woman or has a sister who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family

It is illegal in the UK to allow girls to undergo FGM either in this country or abroad. It is important to note that all staff have a duty to report personally any concerns they may have about girls at risk of FGM to the police. Any concerns must be immediately shared with the DSL and teachers are aware that they have a mandatory duty to report known cases of FGM.

BULLYING (ALL FORMS, INCLUDING CYBER BULLYING)

We understand that bullying, including cyber-bullying, is harmful to pupils. We have a 'anti-bullying' policy that sets out our aim of ensuring no pupil becomes a victim of any form of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and respond appropriately.

We understand that bullying may take different forms and may include, as examples, racist, sexist, homophobic, transphobic and biphobic behaviours. All staff are clear about the Protected Characteristics, as prescribed in the Equality Act 2010 (see our equality policy). Any such reported or observed incident will be dealt with in accordance with our 'anti-bullying' policy.

ONLINE SAFETY, INCLUDING FILTERING & MONITORING SYSTEMS

We recognise that pupils' use of the internet is an important part of their education but that there are risks associated with its use. It is a prevalent issue; staff recognise that a lot of our pupils are extremely vulnerable and require a lot of guidance. We work closely with our safer schools' officer, and teach online safety across the curriculum. The DSL takes lead responsibility for online safety, ensuring that all staff understand and are aware of the filtering and monitoring systems in place across the schools.

We have an online safety policy that is based on the [DfE's 'teaching online safety in school' guidance](#) (June, 2019) and the [DfE's filtering and monitoring standards](#). It addresses how we seek to minimise these risks in our schools and teach pupils how to stay safe when using the internet at home and outside of school.

We also recognise that all members of staff must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside of school. The requirement to ensure that children and young people are able to use the internet and related communications technologies

appropriately and safely is addressed as part of our wider duty of care to which all who work in schools are bound. The use of these exciting and innovative tools in school and at home has been shown to raise educational standards and promote achievement.

Unfortunately, the use of these new technologies can put pupils at risk within and outside the school; pupils are not allowed to have any mobile device on them during the school day; this helps to safeguard pupils and ensure they are not accessing any inappropriate material on their personal devices.

We have a filtering system provided by Fortigate, which prevents pupils from accessing harmful and inappropriate content. We also have a pro-active monitoring system, provided by Senso, which allows us to monitor all internet use and provides information such as violations and blocks, as well as urgent notifications when a pupil attempts to access or search for harmful and inappropriate material. This is in addition to physical monitoring by staff supervising screens of pupils and live supervision managed via a console through Senso. The software systems we use provide weekly reports and the system is regularly reviewed to ensure we have effective monitoring strategies in place to meet the needs of the schools. While filters should not over block, as it may place unreasonable restrictions on what pupils can be taught, it is also fundamental to be aware of some of the potential dangers that the internet can pose, including:

- Access to illegal, harmful or inappropriate images, video games or other content
- Unauthorised access to/loss of/sharing of personal information
- The risk of being subject to grooming
- The sharing/distribution of personal images without an individual's consent or knowledge
- Inappropriate communication/contact with others, including strangers
- Sexting
- Implications of geolocation (being able to track someone's location via a mobile phone or internet-connected computer)
- Cyber-bullying
- Harmful online challenges and online hoaxes - [see further guidance](#)
- An inability to evaluate the quality, accuracy and relevance of information on the internet
- The potential for excessive use which may have a negative impact on

the social and emotional development and learning of the young person.

Teaching pupils about the safe use of technology is embedded throughout the curriculum and pupils are taught about online safety and risks as part of a whole school approach. Staff know to report and log any online safeguarding concerns via our online safeguarding portal and to the DSL. Please refer to our online safety policy and 'what we teach' policy.

Material published by pupils and staff in a social context which is considered to bring the schools' reputation into disrepute or considered harmful to, or harassment of, another pupil or member of the organisation will be considered a safeguarding issue and a breach of conduct and behaviour and treated accordingly, as per our behaviour policy, equality, anti-bullying and/or staff conduct policies/procedures.

EXTREMISM & RADICALISATION (THE 'PREVENT' DUTY AND CHANNEL)

Since 2010, when the Government published *the 'Prevent Strategy'* (the key prevention aspect of *Contest*), there has been an awareness of the specific need to safeguard children, young people and families from extremism. There have been several occasions, both locally and nationally, in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them susceptible to future radicalisation.

Radicalisation is the process through which a person comes to support or be involved in extremist ideologies. It is in itself a form of harm.

Extremism was defined by the Home Office in 2011 as a vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs (HM Government, 2011).

In 2024, the Department for Levelling Up, Housing and Communities published a new definition of extremism for **England** (DLHC, 2024). Extremism is defined as the support or promotion of an ideology based on violence, hatred or intolerance that aims to:

- deny or destroy the fundamental rights and freedoms of others
- undermine or overturn the UK's system of democracy and democratic rights
- intentionally create an environment that permits or enables others to achieve either of the above.

The new definition also set out types of behaviour which could constitute extremism, including:

- using or excusing violence towards a group of people to stop them from using their legally defined rights and freedoms

- seeking to overthrow or change the political system outside of lawful means
- using or excusing violence towards public officials, including British armed forces and police forces, to stop them carrying out their duties
- attempting to radicalise and recruit others, including young people, to an extremist ideology.

Challenging and tackling extremism needs to be a shared effort (HM Government, 2013). For this reason, the Government has given some types of organisations in England, Scotland and Wales a duty to identify vulnerable children and young people and prevent them from being drawn into terrorism.

Most extremist materials and activities do not meet a terrorism threshold. All organisations that work with children and young people have a responsibility to protect children from being harmed by radicalisation and exposure to extremist views.

How does radicalisation happen?

The process of radicalisation may involve:

- being groomed online or in person
- exploitation, including sexual exploitation
- psychological manipulation
- exposure to violent material and other inappropriate information
- the risk of physical harm or death through extremist acts.

It happens gradually so children and young people who are affected may not realise what it is that they are being drawn into.

Vulnerability factors

Anyone can be radicalised but there are some factors which may make a young person more vulnerable. These include:

- being easily influenced or impressionable
- having low self-esteem or being isolated
- feeling that rejection, discrimination or injustice is taking place in society
- experiencing community tension amongst different groups
- being disrespectful or angry towards family and peers
- having a strong need for acceptance or belonging
- experiencing grief such as loss of a loved one.

These factors will not always lead to radicalisation.

Indicators of radicalisation

If a child or young person is being radicalised their day-to-day behaviour may become increasingly centred around an extremist ideology, group or cause. For example, they may:

- spend increasing amounts of time talking to people with extreme views (this includes online and offline communication)
- change their style of dress or personal appearance
- lose interest in friends and activities that are not associated with the extremist ideology, group or cause
- have material or symbols associated with an extreme cause
- try to recruit others to join the cause

Incel is a shortening of the term “involuntarily celibate”, this term has been adopted by a growing number of predominantly white males who share misogynist and violent views about women which they have as a result of feeling rejected by them. These views are usually shared by a common language which is used to speak in derogatory and dehumanising ways about mainly women, but also men who have sexual relationships with women. It is seen to have links to the far-right.

Woodside School values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. The key objective is to ‘tackle the ideological causes of terrorism’, therefore, pupils are encouraged to discuss and learn whilst building resilience to radicalisation through the curriculum they access, including school values that promote fundamental British values. Staff try to reduce and limit permissive environments that pupils may access and in turn expose them to radicalising narratives, this includes teaching them about issues such as misogyny, consent, online safety and how to report concerns of radicalisation.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people susceptible to future manipulation and exploitation. Woodside School is clear that exploitation and radicalisation is viewed as a safeguarding concern. Staff are alert to changes in pupil's behaviour, which could indicate that the pupil may need help or protection. Staff use their judgement when identifying pupils

who might be susceptible to radicalisation and act proportionately which will include logging the concern on the schools' online safeguarding portal, and may include making a Prevent referral (national referral form). Any relevant information about engagement with, and/or outcome of, Channel is securely transferred within the child protection file when a pupil leaves the school.

The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. Prevent also extends to supporting the rehabilitation and disengagement of those already involved in terrorism.

The Prevent duty requires specified authorities such as education, health, local authorities, police and criminal justice agencies (prisons and probation) to help prevent the risk of people becoming terrorists or supporting terrorism. It sits alongside long-established safeguarding duties on professionals to protect people from a range of other harms, such as substance abuse, involvement in gangs, and physical and sexual exploitation. The duty helps to ensure that people who are susceptible to radicalisation are supported as they would be under safeguarding processes.

In fulfilling the Prevent duty in Section 26 of the Counter-Terrorism and Security Act 2015 (CTSA 2015), we expect all specified authorities to participate fully in work to prevent the risk of people becoming terrorists or supporting terrorism. We acknowledge that how they do this in practice will vary depending on factors such as the local context and risk, the most appropriate type of Prevent activity for them to be involved in, and the nature of their primary responsibilities and functions. As an example, for those who work directly with people who may be susceptible to radicalisation to terrorism, activity is most likely to be around identification and early intervention. Relevant factors may include relationships held with the person or the frequency of interaction.

All staff at Woodside School must complete 'Prevent' and Channel training as part of their induction and receive regular briefings and update training. Further information can be found in the Prevent duty guidance: England and Wales.

GANGS/CHILD CRIMINAL EXPLOITATION (CCE) (INCLUDING 'COUNTY LINES' AND SERIOUS VIOLENCE)

Within the 'criminal exploitation of children and vulnerable adults: county lines' guidance (September, 2018), the UK Government defines county lines as a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Child criminal exploitation (CCE) is broader than just county lines, and includes, for instance, children forced to work on cannabis farms or to commit theft.

CCE is a geographically widespread form of harm that is a typical feature of county lines criminal activity; drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Children as young as 12 years old have been exploited or moved by gangs to courier drugs out of their local area, however children aged 15-16 is the most common age range.

Both males and females can be vulnerable to exploitation and it is thought that white British children are being targeted more because gangs perceive that they are more likely to evade police detection, however a person of any ethnicity or nationality may be exploited. Gangs often use social media to make initial contact with children and young people.

Gangs are known to target vulnerable children and adults; some of the factors that heighten a person's vulnerability to exploitation and chances of being involved in serious violence include:

- having prior experience of neglect, physical and/or sexual abuse
- lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)
- social isolation or social difficulties
- economic vulnerability, homelessness or insecure accommodation status
- connections with other people involved in gangs
- having a physical or learning disability
- having mental health or substance misuse issues;
- being in care (particularly those in residential care and those with interrupted care histories)
- being excluded from mainstream education

In most of our schools' localities of South London, gangs are prevalent and our pupils (some with gang membership pasts) are extremely vulnerable to gang membership or re-membership. Older pupils may also attempt to recruit younger pupils using any or all of the above methods. It is also well documented that pupils suffering from sexual exploitation themselves may be forced to recruit other young people, under threat of violence.

Staff are aware that a key indicator to look out for is missing episodes; if a pupil has periods of going missing it is possible that they have been trafficked for the purpose of transporting drugs or are involved in serious crime. This is another reason as to why our absence procedure is so

important; we inform the police if we have been unable to obtain a reason for a pupil's absence as the pupil is classed as a 'missing child'. Staff also know that a pupil who has an unexplained amount of money on them, a new mobile phone or new clothing is an indicator that a pupil may be involved in county lines/CCE.

Like other forms of abuse, neglect and exploitation, serious violence and CCE can affect any child under the age of 18. It can still be exploitation even if the activity appears consensual; there is usually some form of power imbalance in favour of those perpetrating the exploitation. It can also involve force and/or enticement- based methods of compliance and is often accompanied by violence or threats of violence. Other indicators may include a change in relationship groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

Staff should raise the concern with the DSL as soon as possible and log any information relating to serious violence or CCE on the schools' online safeguarding portal. Social care services will be contacted, as well as the police, if it is deemed that the pupil is at immediate risk of harm.

SEARCHING, SCREENING & CONFISCATION

All pupils at our secondary sites are screened for weapons, on arrival and exit, using a hand-held metal detector (wand). This is also carried out on a 'as required' basis at our primary sites, e.g., as part of a dynamic risk assessment if a pupil states that they plan to bring in a weapon.

Searching can be necessary in order to ensure a safe environment for both staff and pupils. Senior leaders have a statutory power to search a pupil or their possessions, whereby there are reasonable grounds to suspect that the pupil may have a prohibited item listed below:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

and/or any item that a staff member reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage property of; any person (including the pupil themselves).

Only the assistant principals and above (senior vice principals etc.) may carry out a search, however they may also authorise individual staff members to search for specific items.

Under common law, staff members have the power to search a pupil for any item if the pupil agrees. Therefore, it is imperative that the staff member ensures the pupil understands the reason for the search and how it will be conducted so that the pupil's agreement is informed.

Before any search takes place, it should be explained to the pupil why they are being searched and how and where the search is going to take place. Pupils should also be given the opportunity to ask any questions.

The search should be carried out in an appropriate location, ideally away from other pupils. It should be carried out by a person of the same sex and there should always be another staff member present to witness the search.

The only exception to this rule is if it is believed that there is an immediate risk of serious harm if the search is not carried out immediately. If a member of the opposite sex carries out a search, and/or without another staff member present, this should be reported to the DSL as soon as possible.

A staff member may search a pupil's outer clothing, pockets and/or possessions. The pupil is not to remove any clothing other than outer clothing and a metal detector may be used to assist with the search. At no point should a strip search be carried out by any of our schools' staff.

While the decision to undertake a strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

Any item found as a result of a search can be confiscated if there are reasonable grounds for suspecting there is a risk to pupils or staff, if the item is prohibited, or is evidence in relation to an offence. All items, aside from alcohol, tobacco or fireworks which should be safely disposed of, should be delivered to the police.

Parents should always be informed of any search for a prohibited item and the outcome of the search as soon as is practicable, informing them of what, if anything, has been confiscated and the resulting action leaders have taken, including any sanctions applied.

Any search that reveals a safeguarding concern should be logged immediately via the schools' online safeguarding portal and the appropriate action is to then be taken, including referrals to social care services.

Further guidance, in particular around strip searches, can be found within [the DfE's 'Searching, Screening & Confiscation' guidance \(July 2022\)](#).

HOMELESSNESS

A pupil's welfare can be affected if they are homeless or at risk of becoming homeless. The DSL will be able to assist families in getting them support; in addition to discussions and supporting letters that can be provided to the Local Housing Authority, it may be deemed necessary to make a referral to children's social care if the child has been harmed or is at risk of harm.

It should also be recognised in some cases 16 and 17-year olds could be living independently from their parents or carers, for example through their exclusion from the family home, and will require a different level of intervention and support.

Children's services will be the lead agency for these young people and the DSL will ensure appropriate referrals are made based on the pupil's circumstances.

Indicators that a family may be at risk of homelessness includes household debt, rent arrears, domestic abuse and anti-social behaviours as well as the family being asked to leave a property.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to support to help them retain their accommodation or find a new place to live.

DRUGS & SUBSTANCE MISUSE

Pupils are at risk from a range of both legal and illegal substances. The school is committed to the health, safety and welfare of pupils and will take action to help safeguard their well-being as well as providing support, advice and education about drugs and substance misuse as appropriate. The schools will never condone the misuse of substances, and the possession or supply of illegal drugs, and it will be viewed as a safeguarding concern.

FABRICATED OR INDUCED ILLNESS

Fabricated or induced illness is a rare form of child abuse. It occurs when a parent or carer exaggerates or deliberately causes symptoms of illness in the child. Where concerns exist about fabricated or induced illness, it requires professionals to work together, evaluating all the available evidence, in order to reach an understanding of the reasons for the child's signs and symptoms of illness. Like other safeguarding concerns, it will be logged on the schools' online safeguarding portal and the DSL will inform relevant agencies as soon as possible.

CHILDREN & THE COURT SYSTEM

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are

two age- appropriate guides to support children (5 to 11 and 12 to 17) available on the government's website that explains the process and support that are available.

Making child arrangements via the family courts following a relationship breakdown can be an extremely stressful time for the whole family. The Ministry of Justice has an online child arrangements information tool which families may find helpful as it offers clear information in the dispute resolution service. Further information on the court system can be found at: <https://helpwithchildarrangements.service.justice.gov.uk/>

CHILD EMPLOYMENT

Only children over the age of 13 may be employed to do light work. Regulations determine the type of work and restrict the hours a child may be employed for. Children working in the UK who are still of compulsory school age are required to have a work permit if required by local bylaws. Different regulations apply to children in entertainment, where children under thirteen may be licensed to perform in commercial performances under strict guidelines and controls. Further information on children in employment can be found at <https://www.gov.uk/child-employment>

PRIVATE FOSTERING

A private fostering arrangement is one that is made privately, without the involvement of a Local Authority, for the care of a child under the age of 16 years of age by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. Each party involved in the private fostering arrangement has a duty to refer it to the Local Authority at least six weeks before the arrangement is due to begin, and not to do so would be an offence. The school has a duty to inform social care services if we become aware of a private fostering arrangement that has not been shared with the Local Authority. Although there is no duty for the school to be informed of private fostering arrangements it would be helpful if the family could pass on the information to ensure support can be put in place. Further information on private fostering can be found at <https://childlawadvice.org.uk/information-pages/private-fostering/>

HEALTH & SAFETY

We have separate risk assessment and health and safety policies which demonstrate the consideration we give to minimising risks to pupils when on the school premises and when undertaking activities out of school under the supervision of our staff.

Whilst we make no use of any alternative provision (AP), we know that if this were to ever change, the school remains responsible for the safeguarding of pupils attending any AP. This would include responsibility for risk assessment, site visits and securing written confirmation from the AP that they have completed all the required vetting and barring checks on their staff.

The school acknowledges its responsibility to safeguard all pupils in potentially vulnerable situations such as changing rooms, while also acknowledging pupils' right to privacy. A professional judgement is made based on the age and the developmental needs of the pupils; appropriate supervision is achieved by staff being in close proximity to the changing room and pupils should be aware of this, knowing that adults will enter the room if necessary. On-site showers are available for pupils to make use of if required. Pupils may be encouraged to do so in order to improve their personal hygiene and/or to reinforce the importance of cleanliness and regular washing. Risk assessments are in place to ensure the safety of both pupils and staff members.

To ensure that the safety of our pupils there are procedures in place that allow staff to search pupils using a metal detector wand; this is to make sure that pupils are not bringing inappropriate materials or dangerous weapons into school. There will normally be two members of staff present during the search, one who will wand the pupil. We will always try to accommodate a pupil's request of a same-sex member of staff. In exceptional circumstances, if there is a risk of serious harm to a person if the search is not carried out straight away, a pupil may be searched by a person of the opposite sex and without another member of staff present.

WORKING WITH PUPILS' FAMILIES

PUPILS' INFORMATION

We recognise the importance of keeping up-to-date and accurate information about pupils. We will regularly ask all families to provide us with the following information and to notify us of any changes that occur:

- Names and contact details of persons with whom the pupil normally lives
- Names and contact details of all persons with parental responsibility
- Emergency contact details
- Details of any persons authorised to collect the pupil from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the pupil (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- Name and contact detail of the pupil's general practitioner
- Any other factors which may impact on the safety and welfare of the pupil

If a pupil leaves us before the end of Year 11, we use our own 'PUPIL LEAVERS' CHECKLIST' to ensure that a pupil's school file is sent to their new provision via Royal Mail's recorded delivery service. Files are only sent at the discretion of the DSL.

CONFIDENTIALITY

Information about pupils given to us by the pupils themselves, their parents or carers, or by other agencies will remain confidential. Staff will be given relevant information only on a 'need to know' basis in order to support the pupil if that is necessary and appropriate. We are, however, under a duty to share any information which is of a child protection nature. We understand that this is in the best interests of the pupil and overrides any other duties we have regarding confidentiality and information sharing. We have a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main pupil record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any school to which the pupil transfers.

REFERRALS TO OTHER AGENCIES

If we have a reason to be concerned about the welfare of a pupil we will always seek to discuss this with the pupil's family in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to social care when to do otherwise may put the pupil at risk of further harm either because of delay, or because of the actions of the parents or carers.

ADULTS WORKING WITH PUPILS

SAFER RECRUITMENT

Woodside School does not use agency, supply or cover staff. We do not facilitate work placements, work experience or deploy any form of temporary worker.

PREPARATION

We will always consider the vacancy that has arisen within the context of safeguarding pupils and ensure that we include the responsibility to safeguard children within the requirements of the role. We always consider carefully the knowledge, skills and experience required to safeguard pupils and include these within a person specification.

ADVERTISING

All vacancies that are open to external applicants are advertised on our website. When using the services of a third-party advertising site/agency, we endeavour to advertise our vacancies in a manner that is likely to attract a wide range of applicants (e.g. on a nationally recognised website, such as Indeed, TES Jobs). The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment. The advertisement will state that the post is subject to all relevant statutory vetting checks.

APPLICATIONS

Through whichever route an employee joins us, they *must* complete an application form in full. Our application form enables us to gather information about a candidate's suitability to work with children by asking specific and direct questions. We scrutinise all completed application forms and do not accept CVs alone. The candidates indicate that they understand that they will be subject to vetting checks, including a barred list check, an enhanced DBS check (if in regulated activity), the prohibition from teaching check and, if appropriate, the s128 prohibition from management check.

The recruitment process for leadership roles follows the typical structure; once a pre-determined closing date has passed, leaders shortlist candidates on the basis of the application forms submitted and invite successful applicants to attend interviews. Non-leadership vacancies, however, are far more frequent and usually recruited for within a shorter time-frame; as a result, it is not practical to adhere to the same recruitment protocol. For teaching, therapy and administration roles, therefore, candidates are invited to an initial meeting with the relevant leader on the strength of their CV, as and when we receive them. After a successful initial meeting, a candidate will be invited to complete an application form before attending a trial day, followed by a formal interview. Candidates will also be asked to complete a self-disclosure form which they are to bring in a sealed envelope.

INTERVIEWS

- We always conduct a face-to-face interview.
- Our interview panel always includes at least two leaders and all interviewers are safer recruitment trained.
- Interview questions will seek to ensure that we understand the candidate's values and beliefs that relate to children.
- All candidates will be asked to bring original documents, which confirm their identity, qualifications, right to work in the UK and any overseas checks.
- An interview pack which consists of a set of general interview questions (including on safeguarding), interviewers' grades and the decision to appoint/not to appoint, is kept in the employee's personnel file.
- We complete an online search on all shortlisted candidates, about which candidates are informed at the application stage. Any concerns arising from an online search will be addressed and documented at interview.

SELECTION

The interview panel will consider all the evidence gathered before making its

choice, whereupon a verbal offer of the post will be made to the successful candidate.

On acceptance of the post, candidates are given a formal offer letter which states that their appointment is subject to receipt of two satisfactory professional references, the completion and return of all relevant paperwork and successful completion of all the relevant statutory vetting checks. Unsuccessful candidates are informed of the outcome of their application and feedback is available upon request.

REFERENCES

- We do not accept open references, letters of recommendation or testimonials.
- We always take up at least two references, which must be signed off by a senior leader before employment commences. It is our strong preference that references are completed on our own form; where this is not possible, a reference will only be accepted if key areas, including competency and history of safeguarding concerns and disciplinary action, are satisfactorily addressed.
- Our reference form includes questions specifically intended to reveal safeguarding concerns, such as enquiring about the candidate's previous competency when working with children, asking if the candidate was ever subject to disciplinary action and if the referee knows of any reason why the candidate is not suitable to be working with children.
- We verbally verify all successful candidates' references. Verification checks are also carried out whenever a referee is deemed to have given insufficient, ambiguous or concerning information, or if the reference is returned from an email address that is not recognisably professional or that does not obviously belong to the person/organisation to whom the original reference request was sent. Such checks can include confirming the identity of the referee by phone, as well as the validity of the reference they have submitted, and might also take the form of online 'investigation' into the person and company behind the reference.
- We verify previous employment history, where necessary.

VETTING CHECKS RECORDED ON OUR SINGLE CENTRAL REGISTER

- We arrange for an enhanced DBS check to be processed for all new staff, unless they are able to evidence an original DBS certificate that is subscribed to the DBS update service and which we can confirm remains current and accurate. All staff for whom we arrange to have a DBS check processed are required to subscribe to the DBS update service. We gain consent from all staff to re-check the status of their DBS at any time; typically, this is carried out annually.
- All staff working in regulated activity require an Enhanced DBS check.

- Staff are always supervised while the DBS check is being processed (if relevant), and a DBS barred list check is always undertaken *before* staff commence their duties at Woodside School.
- If a candidate declares at the interview stage that his/her DBS certificate will or might not be clear (particularly if it includes any relevant unspent convictions, adult cautions or other matters which may affect their suitability to work with children), the DSL whether or not the disclosure should preclude the candidate from working at Woodside School. If the candidate's application is allowed to proceed, the DSL will complete a risk assessment for the individual, which will be kept securely and confidentially in their personnel file.
- If a candidate fails to declare at the interview stage that his/her DBS certificate will or might not be clear, and this proves to be the case, the candidate will not be appointed as a member of staff.
- We verify, where necessary, that the successful applicant has all the academic or work-related qualifications claimed and request the original academic & professional qualifications and certificates, including proof of qualified teacher status (QTS); we do not accept photocopies.
- We verify the successful candidate's identity and right to work in the UK; again, only original documents are accepted. We try to adhere to best practice by checking an individual's name on their birth certificate, where this is available. National Insurance numbers are also recorded on the SCR
- We verify that the candidate has the health and physical capacity for the job using a standard medical questionnaire. This form is completed *after* the interview process, so does not affect the appointment decision. It is, however, possible that a medical condition or health complaint could prevent an otherwise successful candidate from being able to meet the requirements of our conditional offer of employment. This will only apply if the health issue/concern renders the candidate unable to fulfil the requirements of the role, as laid out in the job description.
- Any candidate who has lived or worked in a foreign country (anywhere outside of the United Kingdom) for three months or more, during the past five years, will be required to undertake overseas checks (confirming no criminal convictions or cautions and/or their good conduct whilst resident there). The nature, accessibility and speed of these checks may vary from country to country, but no candidate will be able to commence employment at Woodside School until these checks are evidenced (in writing on their personnel file) as underway. Further checks will be carried out as the schools deem appropriate.
- All staff who have been appointed to carry out teaching work or who will have regular access to pupils in classrooms will have a 'prohibition from teaching' check undertaken before they can commence employment.

- A Section 128 'prohibition from the management of independent schools' check will be carried out if a member of staff joins the leadership team, the quality & standards committee or proprietorial body.

AFTER APPOINTMENT

The successful candidate will be given a formal offer letter and issued with a contract in due course.

All offers of employment are dependent on the satisfactory completion and return/clearance of all requested forms and checks. The school may withdraw an offer of employment or terminate employment immediately if the member of staff does not provide complete, accurate and consistent information on the application and self-disclosure forms.

- Newly appointed staff are issued with a copy of our staff handbook and shown where to find our key policies; they must sign to confirm they have read and understood these documents.
- All new staff complete an induction with their line manager and a safeguarding induction with the DSL, which includes familiarisation with 'Keeping Children Safe in Education' (KCSIE) (September, 2024) before they commence working with pupils. All staff have access to KCSIE on our website and must read it and sign to say they have done so. Similarly, staff must sign to declare that they have received a safeguarding induction, have read, understood and agree to adhere to our policies and procedures and have sought clarity on anything that remains unclear to them. This is recorded on the SCR and retained in the employee's personnel file.
- We will refer to the Disclosure & Barring Service any person whose checks reveal that they have sought work when barred from working with children.

VOLUNTEERS

We do not offer voluntary roles at Woodside School.

VISITING SPEAKERS AND CONTRACTORS' SELECTION POLICY

VISITING SPEAKERS

The DSL oversees the schools' clear, documented vetting and risk assessment procedure to ensure that any visiting speaker is suitable. Staff are always made aware of any visitors and will have a clear understanding as to why they are coming in to speak to pupils. Leaders always try to select visiting speakers from an established organisation, and appropriate checks will be undertaken to establish the suitability of the person, including online searches and/or contacting other schools where the person has spoken previously. Risk assessments are collated and all visiting speakers' visits are recorded on the schools visitors log.

Visiting speakers are made aware that their presentation/workshop will be brought to an early end in the unlikely event that the content proves unsuitable.

VISITORS' MANAGEMENT PROCEDURE

Visitors to the school must arrive with a valid form of identification. After sign-in, all visitors (including contractors, visiting speakers, social workers, inspectors and external therapists) are accompanied at all times by a member of staff, in order to ensure the safety and wellbeing of pupils. All visitors must read key safeguarding information on arrival to both confirm their understanding of our safeguarding protocol, and the requirement that they must not share any partisan political views during their visit.

CONTRACTORS

External contractors are commissioned centrally. They do not work in any of our schools during the pupil-facing day. In the exceptionally rare circumstance that emergency works need to take place during the day, contractors are supervised at all times by a member of staff.

SUPERVISION OF STAFF AND THE MANAGEMENT OF ALLEGATIONS OF ABUSE AGAINST STAFF, INCLUDING 'LOW- LEVEL' CONCERNS

Working Together to Safeguard Children (2023) states that organisations should have clear policies for dealing with allegations against people who work with children. Those policies should make a clear distinction between an allegation, a complaint or a concern about the quality of care or practice.

Allegations as defined by KCSiE should be reported to the LADO.

Complaints or concerns can be managed independently by the school or college under internal procedures.

Complaints could include: -

- Breaches of the code of Conduct
- Any breach of data protection or confidentiality
- Poor behaviour management
- Inappropriate use of social media
- Misadministration of medication

Concerns could include: -

- Inappropriate use of language, shouting or swearing
- Discussing personal or sexual relationships with, or in the presence, of pupils
- Making (or encouraging others to make) unprofessional comments which scapegoat, demean or humiliate children, or might be interpreted as such.

Lower Level Concerns LLC's , which do not reach the allegations harm threshold (or complaints criteria) should be dealt with under the school LLC procedure.

Procedure for Allegations that meet the harm threshold. This procedure should be used in all cases when it is alleged a member of staff, supply staff, volunteer,

Governor, or another adult who works with children has either:

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

When considering allegations of suitability, (the fourth criteria above) the LADOs would consider the following situations:

- Parents of children who are placed on a CIN plan or are receiving Early Help;
- Arrests for offences against adults;
- Presentation to other professionals around mental health, domestic abuse and/or substance misuse;
- Extreme political or religious viewpoints which could be considered Hate Crime;
- Concerns about behaviour in their private lives which may impact on children

In any of these situations the LADO criteria for intervention will be assessed against the likelihood and impact of transferable risk to children.

We will always supervise staff and act on any concerns that relate to the safeguarding of pupils.

Our procedures for managing allegations of abuse against members of staff, including volunteers, are simple and clear, and apply to allegations against both pupils and other adults - the quick resolution of any allegation is an absolute priority. Put simply, allegations made should be reported straight away, as per the table below. The school must then involve the Local Authority Designated Officer (LADO) if the allegations meet the harm threshold and require investigation.

In response to an allegation, suspending the member of staff is not the default response, unless there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded by the relevant senior leader and the individual notified of the reasons.

Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious will not be referred to in employer references. Pupils who have made malicious allegations are likely to have breached the schools' behaviour policy and will receive an appropriate sanction which is likely to be a suspension from school.

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

Allegations of abuse against other adults will also fall under this procedure.

The procedures for dealing with allegations should be applied with common sense. However, it is important that even 'low-level' concerns that appear less serious and do not meet the harms threshold are shared with the DSL, recorded and followed-up appropriately.

Examples of low-level concerns could include, but are not limited to:

- humiliating and shaming pupils
- being overly friendly with pupils
- displaying inappropriate behaviour, which could include having 'favourites'
- taking photographs of pupils
- engaging with a pupil on a one-to-one basis in a secluded area or outside of school.

Whilst the above behaviours can be seen to be on a wide spectrum, it is important to consider whether they are a result of absent-minded actions or behaviour that may look to be inappropriate but has a reasonable explanation, through to that which is ultimately intended to be abusive.

Low-level concerns may arise in a number of ways and leaders may be alerted to them via various means, including: suspicion; complaint; disclosures; or a result of undertaking vetting checks.

At Woodside Schools, the DSL is the ultimate decision-maker in respect of low-level concerns, however in practice such decisions will always be made in collaboration with the head of school and/or proprietor.

Our procedure is as follows.

1. The recipient of an allegation must report it to the DSL immediately as per the table below, and never try to investigate it themselves.
2. A record of the report must be made by the DSL (depending on point 1) which must be timed, dated and include a clearly written name and signature
3. If the allegation is serious and credible and alleges that a member of staff has
 - a) behaved in a way that has harmed or may have harmed a child,
 - b) possibly committed a criminal offence against or related to a child, or c) behaved towards a child/ren in a way that indicates he/she may pose a risk of harm to children d) behaved or may have behaved in a way that indicates he/she may not be suitable to work with children (for example, if there is an incident outside of school which did not involve children but could have an impact on their suitability to work with children e.g. an incident of domestic abuse), the Local Authority Designated Officer (LADO) should be informed on the same day

4. If unsure, call the **Westminster LADO on 020 7641 7668** in any case to discuss the allegation
5. Such consultation in point 3/4 will enable the LADO and the school leader to consider the nature, content and context of the allegation and agree a course of action
6. If this leads to a decision that no further action is to be taken this decision and the reasons for it should be recorded by both the schools' senior leader and the LADO. They should agree between them the information that should be put in writing to the individual about whom the allegation was made. Both should then consider the action that should follow in respect of that individual and also the person (or persons) who made the allegation
7. If it is decided that the allegation warrants further action the LADO will take this forward
8. The relevant leader will inform the accused person about the allegation as soon as possible, but only after consulting the LADO about whether this is appropriate at this stage and what information can be given to the person
9. Consideration must be given as to whether it is necessary to remove the subject of the allegations from contact with pupils at the schools, pending investigations and procedures arising from the allegation. Suspension should not be automatic, but should be considered if: a) there is cause to suspect a child is at risk of significant harm, b) the allegation warrants investigation by the police, or c) the allegation is so serious that it might be grounds for dismissal
10. Any decision to suspend shall be taken only after consultation with the LADO. It will take into account the safety of the pupil or pupils involved and the impact on any enquiry
11. Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within 24 hours, giving the reasons for the suspension. The person should be informed at that point who their named contact is within the organisation and provided with their contact details
12. The subject of the allegations (whether suspended or not) shall be:
 - a) advised to contact her/his trade union or professional association,
 - b) treated fairly and honestly and helped to understand the concerns expressed, processes involved and possible outcomes,
 - c) kept informed of the progress of the case and of the investigation,
 - d) clearly informed of the outcome of any investigation and the implications for disciplinary or related processes and
 - e) provided with appropriate support as appropriate
13. The relevant leader shall be responsible for continuing liaison with

Westminster LADO and all communication between the schools and other agencies that may be involved in processes following an allegation

14. Confidentiality is essential and information about an allegation must be restricted to those who have a need to know in order to: a) protect pupils, b) facilitate enquiries, c) avoid victimisation, d) safeguard the rights of the person about whom the allegation has been made and others who might be affected and e) manage disciplinary/complaints aspects
15. If, following the conclusion of child protection processes, further enquiries are pursued for the purpose of disciplinary, regulatory or complaint investigation, they should be arranged in a way that avoids repeated interviewing.

SUMMARY TABLE OF WHO WILL INVESTIGATE CONCERNS

Concern about...	Who will investigate?
Any member or members of staff up to and including Head Teacher	DSL Mahesh Kotecha mark@sevahomes.co.uk
All other staff	Deputy DSL Zorian Patrick zorian@sevahomes.co.uk

SAFEGUARDING CONTACTS - Westminster Local Authority

CHANNEL	CONTACTS
POLICE	DSL Mahesh Kotecha mark@sevahomes.co.uk
LADO	Email: lado@westminster.gov.uk Telephone: 020 7641 7668 or 07870 481712
PREVENT	Email: prevent@westminster.gov.uk Telephone: 0781 705 4699 or 0779 098 0223

Please also see our whistleblowing policy.

DISMISSAL AND OUR DUTY TO REFER TO THE DBS

We have a legal duty to refer a person who is deemed unsuitable to work with children to the Disclosure & Barring Service (DBS). Specifically, we refer to the DBS any member of staff who:

- has harmed, or poses a risk of harm, to a child
- has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence
- is dismissed or receives disciplinary action because of misconduct relating to a child
- leaves their employment during an investigation related to misconduct relating to a child.

The DBS will then consider whether to bar the person. Referrals will be made as soon as possible after the resignation or removal of the individual.

SAFE PRACTICE

We ensure that all staff are clear about the expectations we have of their behaviour towards all pupils and that any incident that falls below our expected standards will be dealt with appropriately, as per our staff conduct and disciplinary procedures.

CHILDCARE DISQUALIFICATION

Woodside Schools is fully aware of the legislation relating to childcare disqualification which can be (for example) for inclusion on the Children's Barred List, being cautioned for specific offences against children/adults, grounds related to the care of children, having childcare/children's home registration refused or cancelled and/or for being disqualified from private fostering. However, as we do not offer childcare provision and no employees at Woodside Schools undertake childcare in their roles, it is unlawful for us to ask employees about childcare disqualification.

It is seen that:

- Policies and procedures are effective and comply with the law.
- High-quality training is provided to all staff, at all levels. This includes induction training, annual whole school safeguarding training, and regular safeguarding training throughout the year.
- All staff have read and understood the child protection and safeguarding policy, code of conduct policy, and part one of the latest 'Keeping Children Safe in Education' statutory guidance.
- A member of the senior leadership team has been appointed to the role of Designated Safeguarding Lead (DSL). This person has overall responsibility for safeguarding and child protection across the sites, with deputy designated safeguarding leads in place at each of the school sites. The quality & standards committee is responsible for monitoring the DSL and holding them to account.
- The DSL continually monitors our child protection and safeguarding practices and brings to the notice of the quality & standards committee any weaknesses or deficiencies at the termly quality & standards committee meetings, via an oral report which is minuted
- The DSL has a termly meeting with the DSG, who is responsible for ensuring effective safeguarding practices and compliance with the relevant ISS, including in relation to online safety and the effectiveness of the schools' filtering and monitoring systems, making sure that the '[Filtering and monitoring standards for schools and colleges](#)' guidance is met in full
- The school contributes to multi-agency working in line with statutory guidance 'Working Together to Safeguard Children', working very closely with external agencies such as social care services, the police and health services to promote the welfare of pupils, and to protect them from harm.
- Positive relationships are built with all of our families, and appropriate support is put in place.

- The proprietor and members of the quality & standards committee ensure that appropriate filters and monitoring systems are in place, across all of the schools' sites, to ensure that pupils are safeguarded from potentially harmful and inappropriate material. Their effectiveness is regularly reviewed, at least annually, in collaboration with the schools' IT consultants, DSG and DSL (who takes lead responsibility for filtering and monitoring). These termly reviews thoroughly consider whether the current filtering and monitoring systems are meeting the needs of the schools and whether any action is required.
- The proprietor and the quality & standards committee ensure that pupils are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- The proprietor and the quality & standards committee are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 and their local multi-agency safeguarding arrangements.
- The proprietor and the quality & standards committee utilise the experiences of the staff team when shaping safeguarding policies and provide regular opportunities for staff to contribute to and shape the schools' safeguarding arrangements and policy.

APPENDIX 1

INFORMATION & GUIDANCE FOR STAFF

Below is a set of guidelines that staff should take on board when dealing with individual/small groups of pupils.

It is important to be mindful at all times of your behaviour in relationship to individual/small groups of pupils and of the potential risk of an allegation.

Staff should take necessary precautions in order to minimise the opportunity for an allegation to be made against them. This is generally about exercising common sense, but all staff should specifically take note of the following:

- even though all classrooms and therapy rooms at WS are covered by CCTV, whenever possible try not to be alone in a room with a pupil, regardless of gender. If you are on your own with a pupil, leave the door open and inform a colleague if possible. Always keep an appropriate distance between you and the pupil
- do not engage in conversations about your personal life with pupils
- keep boundaries very clear between you and pupils, *particularly* if the conversation involves relationships, emotions, and sexual content
- NEVER exchange mobile phone numbers with pupils. If possible, do not have your mobile phone out when dealing with an individual pupil
- do not accept pupils (or their family members) as ‘friends’ or links on social networking websites or mobile phone apps
- if a pupil wishes to disclose personal information to you, ensure that they understand that you cannot guarantee confidentiality. Do not probe them about their personal life unless they approach you. Avoid giving advice to pupils about their relationships.

APPENDIX 2

DEFINITIONS & CATEGORIES OF CHILD ABUSE

All pupils have certain basic needs, which include:

- physical care and protection
- affection and approval
- stimulation and approval
- discipline and control that is consistent and appropriate to age
- the opportunity to gradually acquire self-esteem, confidence, independence and responsibility that are age appropriate.

Individual cases must always be treated on their own merits however in general terms the following definition should provide the bases for action under these guidelines: **“A child is considered to be in need of protection when the basic needs of that child are not being met through avoidable acts of either commission or omission”.**

Before a child is placed on a Child Protection Plan a conference must decide that there is, or is a likelihood of, significant harm leading to the need for a plan. The following are used for the plan. They are intended to provide definitions as a guide; in some instances, more than one category may be appropriate.

NEGLECT

The persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out an important aspect of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

PHYSICAL ABUSE

Physical injury to a child including deliberately poisoning, where there is definite knowledge, or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

SEXUAL ABUSE

The involvement of dependent, developmentally immature pupils and adolescents in sexual activities they do not truly comprehend and to which they are unable to give informed consent, or that violate the social taboos of family roles.

EMOTIONAL ABUSE

Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection. All forms of abuse involve some emotional ill treatment.

NEGLECT

Severe neglect is associated with major retardation of cognitive functioning as well as growth. It is recognised through a typical pattern of poor growth, poor hygiene, withdrawal and in extreme cases a pseudo-autistic state, all of which can rapidly reverse in alternative care.

Although neglect has one of the most pervasive effects on development and is one of the most frequent forms of abuse, it is an area which is frequently neglected by professionals. Like parents, professionals can feel overwhelmed and hopeless by large families living in squalid conditions.

Signs to look out for

- Dirty unkempt appearance of child, in overall poor condition
- Thin wispy hair. Underweight child, diarrhoea may indicate poor nutrition
- An undernourished child may be unduly solemn or unresponsive, or may be overeager to obtain food
- An under-stimulated child may not reach expected milestones
- Behaviour and developmental difficulties that cannot be explained by clinical factors

Associated factors

Neglected children frequently come from homes where there is:

- A parent who is lonely, isolated, unsupported or depressed
- Poor inter-parental relationship / domestic abuse
- A parent who is abusing drugs or alcohol
- A large number of children living in cramped or very poor conditions

PHYSICAL ABUSE (NON-ACCIDENTAL INJURIES)

It should not be assumed that an injury to a part of the body normally vulnerable to accidental injury has necessarily been caused accidentally - it could be non-accidental. All injuries to children, which do not easily come into the category of normal bumps and scrapes, should be seen by a doctor.

Certain parts of the body are more commonly subjected to non-accidental injury. These include the upper arm, where a child may be gripped or shaken, the back, and the buttocks. Multiple injuries of various types, ages and location are common features of physical abuse. Most non-accidental injuries leave marks on the body. PE teachers are therefore often key people in the identification of this form of abuse, as they regularly see the children partially dressed.

Signs to look out for

- Children who show a reluctance to undress or to expose parts of their bodies should be monitored as children who may have suffered physical injury
- Unexplained absences
- Physical signs of injury
- Unexplained or confused accounts of how an injury occurred
- Explanation of an injury which appears to be inappropriate to the nature and age of the injury

Common medical/physical factors associated with physical abuse

BRUISING

- Facial bruising around the mouth and ears
- Groups of small bruises
- Black eyes without a forehead injury, particularly if both eyes are affected
- Weal marks or outline of bruising (e.g. hand mark)
- Bruising of soft tissue with no obvious explanation (most bruises occur on bony protuberances such as the temple or shin)
- Bruises on the back, back of legs, stomach, chest or neck
- Bruises or cuts to mouth or tongue (e.g. split frenulum)
- Pinch marks are found in pairs and may be seen on the back, buttocks, arms or cheeks

BITES

- Bites leave clear impressions of teeth and some bruising - they are never accidental
- Parents sometimes claim that bites have been made by other children or animals. It is therefore important to check the size and shape of the injury. If the impression is more than 3cms across it will have been caused by an adult or adolescent
- Bites can be inflicted almost anywhere on the body

BURNS AND SCALDS

- Children will sometimes suffer minor burns through hot irons etc., but it is uncommon for multiple burns to be caused accidentally
- A cigarette burn is characteristically round, but may have a tail when dragged against the skin, and is surrounded by an area of inflamed skin
- Cigarette burns can be found in groups and can be found on any part of the body
- Scalds from boiling water may result from lack of supervision, or non- accidentally

- A child is very unlikely to sit down willingly in very hot water; therefore he cannot scald a bottom accidentally without also scalding the feet
- Burns and / or scalds are particularly worrying as a degree of sadism may be involved when such injuries are inflicted

ASSOCIATED FACTORS

- Injuries not consistent with explanation given by parent (even if agreed by the child)
- Circumstances where parent delays seeking medical advice
- A history of repeated injuries or presentation to A&E
- Consent for a medical refused by parent
- Desire of a parent to attribute blame elsewhere
- Distant or mechanical handling of the child by the parent

SEXUAL ABUSE

The traumatic effects of child sexual abuse can be far-reaching and enduring, impacting on a child's cognitive, behavioural and social development. The earlier the abuse occurs, the more adversely subsequent stages of development may be affected. The longer the abuse continues, the more extensive it is e.g. involving penetrative abuse, the greater the number of developmental stages that abuse continues through, the more disturbed the child is likely to be. Children who have suffered chronic long-term sexual abuse tend to have very negative feelings about themselves and all aspects of their relationships.

What is sexual abuse?

Sexual abuse can be one or more of the following:

- Rape - genital and / or oral intercourse
- Digital penetration or penetration with an object
- Mutual masturbation
- Inappropriate fondling
- Taking pornographic photographs or exposing the child to pornographic materials
- Forcing the child to observe others involved in sexual activities
- Sadomasochistic activities

Both boys and girls can suffer from sexual abuse. Both men and women can be perpetrators - boys and girls who disclose sexual abuse from a female perpetrator are often met with disbelief. It is therefore important to listen to what a child says without being judgemental. Abusers can be parents, friends, teachers, childcare workers, clergymen or strangers. Warning children about *Stranger Danger* should therefore only form part of any child protection programme.

Signs to look out for

- A child who demonstrates inappropriate sexual interest and activity, through play or drawings

- Sexualised behaviour, masturbation and sex play which often leaves the peer group confused or embarrassed
- A child having excessive preoccupation with, or precocious knowledge of adult sexual behaviours
- A child who shows a marked fear of adults, usually men, but occasionally men and women
- A child who presents as depressed and where there may be instances of drug or alcohol abuse, suicide attempts or running away
- A child who suddenly starts to wet or soil
- A child who takes over the role of wife / mother within the family
- A child whose concentration and academic performance suddenly deteriorates
- A child who avoids medical examination or is reluctant to change for PE
- A child who has low self-esteem and few friends
- Aggressive behaviour from a normally quiet child, or withdrawn behaviour from a normally boisterous child
- Frequent unexplained absences or lateness
- A child who talks of nightmares and being unable to sleep; a child who may be excessively tired
- Arson
- Pregnancy in young teenagers where the identity of the father is vague or unknown
- Recurrent urinary tract infections
- Signs of sexually transmitted infections and overall dishevelled appearance

EMOTIONAL ABUSE

Emotional or psychological abuse can be defined as the destruction of the child's competence to be able to function in a social situation. The child may be denied appropriate contact with peers within or outside of school, and be forced to take on a particular role in relation to parents, which is detrimental to the child's ability to function appropriately in social contexts. This type of abuse is very difficult to identify as there are no

physical signs - symptoms are usually apparent via a child's behaviour and demeanour.

It is important to note that the emotional / psychological abuse is present in all other forms of abuse, but this category is only used when it is the sole form of abuse.

Signs to look out for

- A child may be inducted into a parental care-taking role and not be encouraged to be involved with appropriate play
- A child may be used as a parent's confidant to a degree that is harmful to the child's psychological development
- A child may be ignored, rejected or denigrated by a parent
- A child may be terrorised by a parent or others so that she / he is overly fearful and watchful
- A parent who is unable to be responsive to a child's emotional needs, who may be emotionally distant and / or excessively negative and hostile
- A child (usually of a mentally ill or disturbed parent) who is inducted into a parent's delusionary state or paranoid beliefs
- A child who is cripplingly over-protected and not given freedom to act at an age appropriate level
- A parent who provides only conditional love with threats of withdrawal of love

Behavioural definitions are very difficult to quantify because a) most children experience some of these acts from time to time, and b) because the impact of a single or seldom occurring act of abuse will not have severe and harmful effects. The harm of emotional maltreatment results from the cumulative effects of repeated acts of psychological abuse.

Associated factors

Children who suffer from emotional abuse frequently come from homes where there is:

- A mentally ill or disturbed parent
- Drug or alcohol abuse
- A parent who is socially isolated, unsupported or depressed, or

conversely, a parent who has a very active social life with very little time or energy to give to child care

- A parent who has poor social skills, who may have learning difficulties and lack of knowledge about children's age-appropriate needs
- A parent who has suffered severe abuse within her/his own childhood
- A household where there is 'adult on adult' domestic abuse

Many parents who emotionally abuse their children are unaware that what they are doing is harmful. Because of their own life experiences, they may have a distorted view of parenting and their role as a mother/father.

Safeguarding Incident Report Form (appendix A)

Your name:	Your position:
Date:	Time:

Name of individual of concern	
Relevant details about the individual of concern <i>(e.g. family concerns, physical and mental health, communication difficulties)</i>	
Name of parent/carer <i>(if appropriate)</i>	
Address of parent/carer <i>(if appropriate)</i>	

Are you recording <ul style="list-style-type: none"> - Disclosure made directly to you by the individual of concern? - Disclosure or suspicions from a third party? - Your suspicions or concerns?
Date of disclosure or incident:
Time of disclosure or incident:
Details of the allegations/suspicions. <i>(Please state exactly what you were told/observed and what was said. Use the person's own words as much as possible.)</i>

Who have you spoken to about your concerns? <i>(Person at risk, carer/parent, group leader, social services, DSL- please give name where possible)</i>	
Action taken so far:	

On completion, the form and attached Body Map, if appropriate, should be marked 'Confidential' and addressed to 'The Designated Safeguarding Lead. The Designated Person should then be informed that there is a form waiting for their action.

Signature:

Print name:

Date:

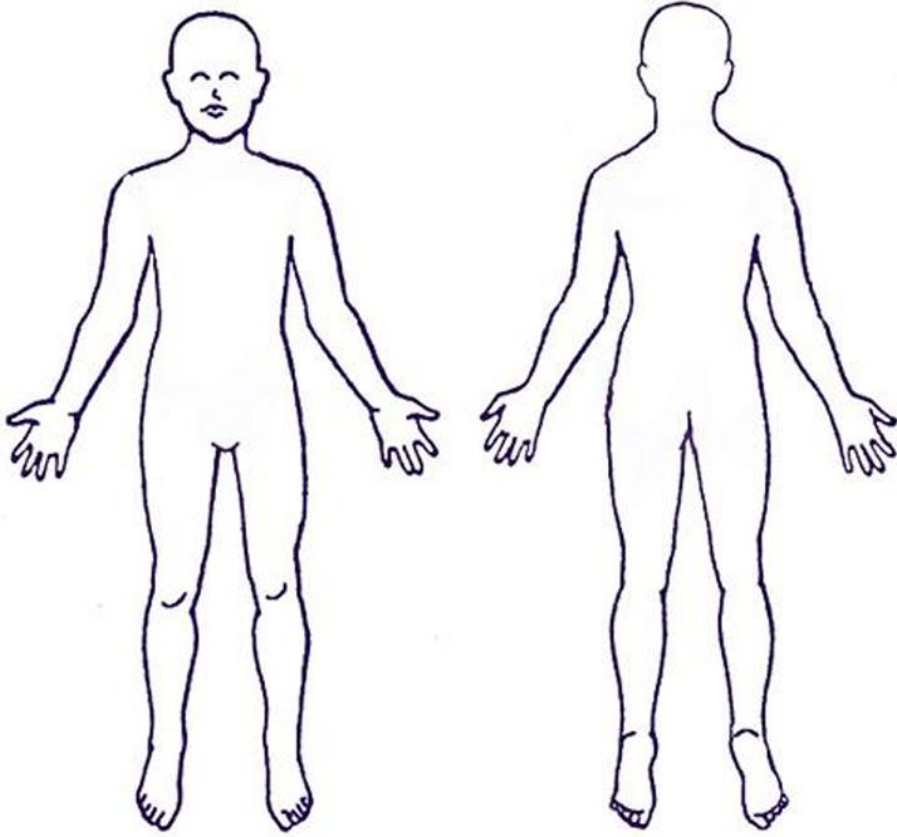
Body Map

To accompany Safeguarding Incident Report Form, if appropriate.

Name of Individual of Concern:

Name of person completing form:

The diagram below is designed for the recording of any observable bodily injuries that may appear on the person. Where bruises, burns, cuts or other injuries occur, please shade and label them clearly on the diagram. Remember it is not your job to investigate or to decide if an injury or mark is non-accidental. Listen, observe and pass it on.



Signature:

Date:

Reviewed by	
Proprietor	Head of School
<i>Maresh Kotecha</i>	<i>Lesley -Ann Patrick</i>