Child Protection and Safeguarding Policy

<table>
<thead>
<tr>
<th>Action</th>
<th>Date</th>
<th>Approved By</th>
<th>Date</th>
<th>Next Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created</td>
<td>September 2018</td>
<td>Governors</td>
<td>21st September 2018</td>
<td>September 2019</td>
</tr>
<tr>
<td></td>
<td>20th September 2019</td>
<td></td>
<td></td>
<td>September 2020</td>
</tr>
</tbody>
</table>
Child Protection and Safeguarding Policy

Introduction

Woodlands Park Primary School fully recognises its responsibilities for child protection and safeguarding.

The Headteacher, overseen by the Governing Body, is responsible for implementing and monitoring this policy. This policy will be reviewed annually.

Safeguarding is what we do for all children. Child protection is what we do for children who have been harmed or are at significant risk of being harmed.

The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe.

This policy is to be read in conjunction with the following documents/policies:

- Keeping Children Safe in Education (DfE September 2019)
- Working together to Safeguard children (DfE July 2018)
- Woodlands Park Whistleblowing, Behaviour, Anti-Bullying & E-Safety Policies

It is written in compliance with RBWM and LSCB child protection procedures. Details of these can be found at:

http://www.rbwm.gov.uk/web/social_child_protect.html
http://berks.proceduresonline.com/chapters/contents.html

The purpose of this Policy

The overall intention and purpose behind the school’s child protection policy is underpinned by the fundamental principle of the Children Act 1989:

‘the welfare of the child is paramount’

Everyone in our school shares an objective to help keep children safe by:
Woodlands Park Primary School

*A place for everyone. Together we are inspired to grow, learn and achieve.*

- Providing a safe environment for children to learn in.
- Supporting children’s development in ways which will foster a sense of self-esteem and independence.
- Identifying and responding to children in need of support and/or protection.
- Continuous training and updates to ensure staff are aware of school procedures and responsibilities.

**School Commitment**

**We will**

1) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
2) Ensure all children have effective means of communication with more than one adult in the school.
3) Give opportunities for class or group discussions of thoughts and feelings in an atmosphere of trust, acceptance and tolerance.
4) Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse.
Our Key Roles and Responsibilities

Designation Safeguarding Lead: Wendy McKee
Deputy DSL: Alison Penny
Designated Teacher for Looked After Children: Alison Penny
Governor for Safeguarding and Child Protection: Maxine Wood

No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. (KCSIE September 2018 paragraph 3, page 5)

The School is aware and emphasises that anybody may refer to Children’s Services or the LADO as laid out in the sections on implementation of the policy but it is normal practice for concerns to be made using the internal systems as laid out this policy.

✓ All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children.
✓ All staff will be informed of their responsibilities in being alert to the signs of abuse and the procedures for referring concerns to the Designated Safeguarding Lead (see appendices 1 & 4)
✓ The designated person for child protection will be a member of the senior leadership team. The deputy need not be a member of the SLT. The nominated governor for child protection will receive training every two years.
✓ The Deputy DSL will receive the same training and updates as the DSL.
✓ We will support staff by providing an opportunity to talk through their anxieties with the Designated person or the deputy.
✓ We will ensure that any absence, without satisfactory explanation, of a pupil currently on the child protection register is referred to their Social Worker.
✓ We will ensure that a named teacher is designated for Looked After Children (LAC) and that an up to date list of children is regularly reviewed and updated.

Designated Teacher For Looked After Children:

Governing bodies must appoint a designated teacher to work with the LA to promote the educational achievement of registered pupils who are looked after. Since Children and Social Work Act 2017, designated teachers will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
How Woodlands Park Primary School ensures the suitability of staff and volunteers to work with children

- Woodlands Park Primary School practices safer recruitment procedures by checking the suitability of staff and volunteers to work with children. At least one person on every recruitment panel will have completed Safer Recruitment Training. Headteacher and Assistant Headteacher have completed Safer Recruitment Training.

- All adults undertaking regulated activity in the school are DBS checked. This will ensure there is no recorded evidence of offences involving children or abuse. All staff will be regularly expected to complete disclaimers in keeping with the DfE’s Childcare (Disqualification) Regulations. KCSIE 2018 states that “a supervised volunteer who regularly teaches or looks after children is not in regulated activity”

- The school will undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. The RA will be recorded in a private file within the HR documentation. In doing so we will consider:
  - The nature of the work with children; what we know about the volunteer, including formal or informal information offered by staff, parents and other volunteers.

- All adults in school are required to complete a School Staff Disqualification Declaration Form.

- All the relevant details pertaining to every member of staff or volunteer at the school, including DBS reference numbers, will be stored and maintained on the Single Central Record.

- All visitors to the school are required to sign in and wear a visitors lanyard.

- The school will check (where required) and be satisfied that all visitors / non-staff undertaking regulated activity with any children on the school premises (eg after school club staff, agency supply staff, external providers of intervention/support) have been DBS checked at the appropriate level by their employer.

- All adults in school are required to have read Part 1 of the current “Keeping Children Safe in Education” (updated September 2018) document and sign an acknowledgement to indicate that they have understood it. As part of the Information For All Staff Document all staff are required to read key policies relating to safeguarding and sign to say that they have read and understood the policies.

- All adults who work in the school will have access to guidance and information about different types of abuse and indicators of possible abuse, including ‘Areas of current
concern” (appendices 1,2 & 3)

- All adults in school will understand their responsibilities in being alert to the signs of abuse and be aware of their responsibilities if they suspect, or have disclosed to them that a child may need protection, including referring any concerns to the Designated Senior Lead (DSL) responsible for child protection.

- All staff will receive child protection training as part of their induction and refresher training every 3 years, to ensure that their skills and expertise are up to date. In addition to this, they will receive updates at least annually from the Designated Senior Lead.

- All adults in school will ensure that positive relationships are established with all pupils since we recognise that because of the day to day contact with our pupils we are both well placed to observe the outward signs of abuse and to develop trusting relationships with the children so that they feel secure enough to disclose concerns.

- All adults should remain alert to, and, when it comes to their attention report, to the local authority, information which suggests a child is being privately fostered.

**Supporting our Staff**

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

- We will support such staff by providing an opportunity to talk through their anxieties with the Senior Designated Lead and to seek further support. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.

- In consultation with all staff, we have adopted a code of conduct for staff at our school. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour.

- Our policy on physical intervention by staff is set out separately, as part of our Behaviour Policy. It complies with LA Guidance, ‘The Use of Reasonable Force’ (updated July 2015). This policy states that ‘Reasonable Force’ means ‘no more than is necessary in the circumstances’.

- All staff should consider the risks of using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions. Staff should recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, through planning positive and proactive behaviour support ie individual behaviour plans or pastoral support plans. These will be agreed with children, parents and carers.
Safeguarding Our Children

- Our teaching of personal, social and health education and citizenship, both as part of the non-statutory framework for Personal, Social and Health Education (PSHE), and related programmes, helps the children recognise different risks in different situations.
- We are aware that statistically children who have behavioural difficulties or disabilities are more vulnerable to abuse and therefore we are extra vigilant with regards to signs of abuse.
- We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self worth.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection.
- We recognise that children can abuse other children (Peer to Peer Abuse) and this should be taken as seriously as any other safeguarding issue. Unacceptable behaviour towards each other must not be dismissed as ‘playful banter’ or something ‘that lots of children do’. If a child is abusing another child, that child could present safeguarding concerns themselves.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- Our school will support all pupils by:
  - maintaining an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
  - Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
  - Promoting a caring, safe and positive environment within the school.
  - Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
  - Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
Woodlands Park Primary School
A place for everyone. Together we are inspired to grow, learn and achieve.

- Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
  - The school behaviour policy supports the behaviour of all children in the school and through it the school will ensure that pupils know that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred.
  - Liaison with other agencies that support the pupil such as Early Help Advisor, Social Care, the Child and Adult Mental Health Service, the Education Welfare Service and the Educational Psychology Service.
  - When children leave Woodlands Park School the DSL will ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt is obtained. The CP file will be transferred separately from the main pupil file.
  - When receiving CP files from other schools for new pupils the DSL will have immediate access to them and then ensure all relevant individuals are aware as required.

Woodlands Park Primary School has clear procedures for disclosures of abuse or suspected abuse. These guidelines and procedures include:
  - Step by step guidance for any adult who has concerns about any child’s welfare, or who has information disclosed to them (Appendix 4)
  - Procedures for dealing with allegations made against staff, volunteers or other children (Appendix 5)
  - The role and responsibilities of the designated senior member of staff who is the Designated Senior Lead (Appendix 6) (this person will be a member of the school senior leadership team)
  - The responsibilities of the Governing Body (Appendix 7)
  - The relationship with parents in child protection issues (see Parental Awareness below)

**Working with parents and carers**

We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation

The school’s responsibilities in relation to child protection are clearly set out in this document. and whilst we always aim to work closely in partnership with parents we will always act in keeping with the principle that the “welfare of the child is paramount”.
If a child alleges abuse or an adult suspects abuse, the school can ask for guidance and advice from, or make a referral to, the local Multi Agency Safeguarding Hub (MASH), without communicating with parents first.

The agencies involved then need to work supportively to maintain positive relationships between the school, Social Care and the family involved so that the child remains a pupil in the secure environment of the school.

**Confidentiality**
We recognise that all matters relating to child protection are confidential.

The Headteacher, Designated Safeguarding Lead (DSL) or their deputy will make a judgement in each individual case about who needs and has a right to access particular information. However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. We will co-operate with relevant external agencies in any enquiries regarding child protection matters, including representation at case conferences, core groups and multi-agency planning meetings.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child’s safety or well-being or that of another.

**Records**
All Child Protection records will be kept in a child protection file and stored in a safe and secure place. Access is limited to the Designated Safeguarding Lead (and in his or her absence the deputy designated person).

Where there are concerns about a child, a teacher may be asked to keep a log of observations. This will be kept securely, separately from generally accessible pupil and class records. An asterix is marked on the child’s class record to indicate further record keeping.

All records are subject to the Freedom of Information Act (2000) and the General Data Protection Act (GDPR) 2018. If there is any doubt as to the rights of any party to access information, we may seek legal advice prior to releasing any information.
Woodlands Park Primary School
A place for everyone. Together we are inspired to grow, learn and achieve.

Key Personnel Information

Date of last update: September 2018
By: Alison Penny (Head Teacher and Deputy DSL), Wendy McKee (Designated Senior Lead) and Maxine Wood (Governor for Safeguarding)

RBWM Local Authority Designated Officer (LADO)
Quality Assurance Team,
RBWM Children’s Services,
Town Hall,
St Ives Road,
Maidenhead,
SL6 1RF.

Tel: 01628 683 292
Fax: 01628 683 141
Email: lado@rbwm.gcsx.gov.uk

Woodlands Park Designated Safeguarding Lead (DSL)
Wendy McKee (Member of SLT)

Deputy Designated Safeguarding Lead Teachers
Alison Penny (Head Teacher)

Designated Governor for Child Protection
Maxine Wood

Designated Teacher for Looked After Children
Alison Penny (Head Teacher)
Appendix 1: Symptoms of Abuse
Appendix 2: Definitions of different types of abuse
Appendix 3: Safeguarding: Areas of Current Concern; Radicalisation & Extremism, Child Sexual Exploitation & Unhealthy Relationships, Online Abuse, Bullying and Cyber Bullying, Female Genital Mutilation (FGM), Grooming in a Position of Trust, Grooming in a Position of Trust, Child Criminal Exploitation: County Lines.
Appendix 4: Step by step guidance for adults who have child protection concerns for a child.
Appendix 5: Procedures for dealing with allegations made against staff or other children
Appendix 6: The roles and responsibilities of the Designated Person for Child Protection.
Appendix 7: The responsibilities of the Governing Body.
APPENDIX 1: Symptoms of Abuse

Signs of physical abuse include:
- Injuries that are not adequately explained by the pupil.
- Current bruising injury, with a long history of bruises and accidents.
- Injuries getting progressively worse, or occurring in a time pattern (e.g. every Tuesday morning or after visits to relatives).
- 'Grip' marks on arms (may indicate severe shaking) or 'slap' markings (especially cheeks, buttocks, arms or legs).
- Long marks which could be from a belt or cane.
- Stub marks that might be from a cigarette.
- Bruising on both sides of the ear. Any 'symmetrical' bruising is suspicious.
- Teeth marks from a bite.
- Scalding to both soles of the feet.
- Bruised eyes, especially if both at once. (A doctor or the school nurse can usually tell whether the bruised eye is spread-bruising from an accidental bump to the nose or more likely to have been a fist to the eye).
- Constant attention seeking; over-pleasing/compliant behaviour, 'frozen watchfulness'.
- Running away.
- Kept away from school medical inspections and check-ups.
- Reluctant to go home after school.

Signs of sexual abuse:
- Sudden changes in behaviour or school performance.
- Displays of affection in a sexual way inappropriate to age.
- Tendency to cling or need constant reassurance.
- Tendency to cry easily.
- Regression to younger behaviour, such as thumb sucking, playing with discarded toys, acting like a baby.
- Complaints of genital itching or pain or publicly playing with themselves.
- Distrust of a familiar adult, or anxiety about being left with a relative, a baby-sitter or lodger.
- Unexplained gifts or money.
- Depression and withdrawal.
- Apparent secrecy.
- Wetting, day or night.
Woodlands Park Primary School
A place for everyone. Together we are inspired to grow, learn and achieve.

- Sleep disturbances or nightmares.
- Chronic illnesses, especially throat infections and venereal disease.
- Anorexia or bulimia.
- Self-mutilation, attempted suicide, frequently running away.
- Unexplained pregnancy.
- Fear of undressing for gym.
- Phobias or panic attacks.

**Signs of emotional abuse include:**
- Physical, mental and emotional development lags.
- Admission of punishment that appears excessive.
- Over-reaction to mistakes.
- Continual self-depreciation.
- Sudden speech disorders.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Neurotic behaviour (e.g. rocking, hair-twisting, thumb sucking).
- Self-mutilation.
- Fear of parents being contacted.
- Extremes of passivity or aggression.
- Drug/solvent abuse.
- Running away.
- Compulsive stealing, scavenging.

**Signs of neglect include:**
- Looks extra thin and poorly.
- Well below average in height and weight; 'failing to thrive'.
- Complains of hunger, lacking energy.
- An untreated condition or injury.
- Has repeated accidents (especially burns).
- Left alone at home inappropriately.
- Repeatedly unwashed or smelly.
- Kept away from school check-ups.
- Reluctant to go home.

This is not an exhaustive list and some symptoms are indicative of all the different forms of abuse.
APPENDIX 2: Definitions of different types of abuse

Definitions
The following definitions are taken from “Working Together to Safeguard Children”.

These definitions are brief and links are given to the “working together” website where the most recent and full definitions can be found.

Abuse and Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

http://www.workingtogetheronline.co.uk/glossary/neglect.html

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

http://www.workingtogetheronline.co.uk/glossary/phys_abuse.html

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

http://www.workingtogetheronline.co.uk/glossary/sex_abuse.html
Radicalisation & Extremism

General Information:
- The current threat from Terrorism and Extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children to involve them in extremist activity.
- Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.
- “Extremism is vocal or active opposition to fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas” (HM Government Prevent Strategy 2011)

Signs of Radicalisation & Extremism:
Physical Indicators
- Graffiti symbols on exercise books, writing or artwork promoting extremist messages or images
- Possession of extremist literature
- Attempts to access extremist websites and associated password protected chat rooms / accessing terrorist related material online, including through social network sites
- Sudden and/or unexplained changes in appearance (clothes, personal grooming).

Behavioural Indicators:
- Changes in behaviour, friendships or actions / withdrawal from family and peers
- Hostility towards former associates and family
- Association with prescribed organisations and those that hold extremist views
- Expressed opinions —such as support for violence / values of extremist organisations and terrorism related ideologies and narratives
- Use of extremist or hate terms to exclude others or incite violence.
- Substance & alcohol misuse
- Influence from older people or via the Internet
Woodlands Park Primary School
A place for everyone. Together we are inspired to grow, learn and achieve.

- Bullying
- Crime & anti-social behaviour
- Domestic violence and / or Family tensions
- Victim of race/hate crime
- Mental Health Issues
- Lack of self-esteem or identity
- Voicing grievances (personal or political)

Child Sexual Exploitation & Unhealthy Relationships

General Information:

*Child sexual exploitation (CSE) is a type of sexual abuse in which children are sexually exploited for money, power or status;*

- Can affect any child or young person (male or female) under the age of 18 years; including 16 and 17 year olds who can legally consent to have sex;
- Can still be abuse even if the sexual activity appears consensual;
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- Can take place in person or via technology, or a combination of both;
- May occur without the child or young person’s immediate knowledge (ie through others copying videos or images they have created and posted on social media);
- Children or young people may be tricked into believing they’re in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online.
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources;
- Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Young people who are being sexually exploited may:

- be involved in abusive relationships, intimidated and fearful of certain people or situations
- hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- associate with other young people involved in sexual exploitation
- get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
Child Criminal Exploitation: County Lines.
Criminal exploitation of children 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 and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adults over the age of 18 years;
- Can still be exploitation even if the activity appears to be consensual;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults;
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources;

Online Abuse (see E-Safety Policy)

Bullying and Cyber Bullying (see Anti-Bullying Policy)

Female Genital Mutilation (FGM)

General Information

- Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or sunna.
- Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence.
- There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.
- FGM has been a criminal offence in the UK since 1985. In 2003 it also became a criminal offence for UK nationals or permanent UK residents to take their child abroad to have female genital mutilation. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.
Woodlands Park Primary School

A place for everyone. Together we are inspired to grow, learn and achieve.

Possible Signs Of FGM
A girl or woman who's had FGM may:
- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

What to look out for before it happens:
A girl at immediate risk of FGM may not know what's going to happen. But she might talk about:
- being taken 'home' to visit family
- a special occasion to 'become a woman'
- an older female relative visiting the UK.
She may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

Grooming In A Position Of Trust
General Information
- It's an offence for a teacher or member of school staff to enter into a sexual relationship with a pupil whether the young person has consented to the relationship or not.
- All staff should be aware of, and know how to respond to, signs of inappropriate relationships between staff and pupils.
- Effective recruitment and selection procedures for staff and volunteers can help to screen out and discourage unsuitable people from working with children.

Possible Signs of Grooming:
The signs of grooming aren't always obvious. Groomers will also go to great lengths not to be identified. Some of the following signs may only be applicable to older children.
Children may:
- be very secretive, including about what they are doing online
- have older boyfriends or girlfriends
- go to unusual places to meet friends
- have new things such as clothes or mobile phones that they can't or won't explain
- have access to drugs and alcohol.
In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age.
APPENDIX 4: Step by step guidance for adults who have child protection concerns for a child

All staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. (KCSIE 2018)

It is important to note that school staff members do not themselves investigate cases of suspected abuse.

1. Yours is a listening role. Do not interrupt the child if he or she is freely recalling significant events. If questions are needed to clarify understanding, they should be framed in an open manner in order to not lead the child in any way.
2. Tell the child that they have done the right thing by telling you/talking to you.
3. You must report orally to the Designated Senior Lead (DSL) for Child Protection immediately. This person (and in their absence – the deputy) is clearly identified on the back of staff and visitor lanyards and on display boards throughout the school as well as at the start of this policy.
4. Do not give undertakings of absolute confidentiality. Tell the child who you need to talk to about this situation. I.e. the designated person.
5. Make a note of the discussion, as soon as is reasonably practicable (but within 24 hours) to pass on to the Designated Person. The note should record the time, date, place and people who were present as well as what was said. Remember, your note of the discussion may need to be used in any subsequent court proceedings.

Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.

To help you understand the full process and the role you and the school plays the diagram below may help.
Woodlands Park Primary School
A place for everyone. Together we are inspired to grow, learn and achieve.

**Actions Where There Are Concerns About A Child**

- Staff have concerns about child and take immediate action. Staff follow their child protection policy and speak to designated safeguarding lead (1)
- Referral not required, school/college takes relevant action, possibly including early help (2) and monitors locally
- Referral (3) made if concerns escalate
- Designated safeguarding lead or staff makes referral (3) to children’s social care (and call police if appropriate)

**Within 1 working day, social worker makes decision about the type of response that is required**

- **Child in need of immediate protection:** referrer informed
- **Section 47 (4) enquires appropriate:** referrer informed
- **Section 17 (4) enquiries appropriate:** referrer informed
- **No formal assessment required:** referrer informed
- **Appropriate emergency action taken by social worker, police or NSPCC (5)**
- **Identify child at risk of significant harm (4): possible child protection plan**
- **Identify child in need (4) and identify appropriate support**
- **School/college considers early help assessment (2) accessing universal services and other support**

---

(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of *Working together to safeguard children* provides detailed guidance on the early help process.

(3) Referrals should follow the local authority’s referral process. Chapter one of *Working together to safeguard children*.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of *Working together to safeguard children*.

(5) This could include applying for an Emergency Protection Order (EPO).
Wherever possible there should be a discussion with the DSL or Deputy. However, if in exceptional circumstances, the designated safeguarding lead or deputy is not available, this should not delay appropriate action being taken. *(KCSIE 2018)* The DSL should be informed as soon as possible.

**Early Help**

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory EHCP)
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Is frequently missing/goes missing from care or home
- Is misusing drugs or alcohol
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalized or exploited;
- Is a privately fostered child.
Appendix 5: Procedures for dealing with allegations made against staff or other children

All adults in school have a responsibility to “whistleblow” if they have a concern or information about another adult in school – see whistleblowing policy.

If a child makes an allegation against a member of staff the Headteacher should be immediately informed.

The Head teacher/senior teacher will discuss the allegation with the Lead Officers for Child Protection for the Local Authority. (LADO)

If the allegation concerns the behaviour of the Headteacher the Chair of governors should be immediately informed.

This relates to members of staff and volunteers who are currently working at Woodlands Park regardless of whether this was where the alleged abuse took place. Allegations against a teacher who is no longer working at Woodlands Park or is no longer teaching will be referred to the police.

Allegations against staff

We have a duty of care to our employees and we will ensure that we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a member of staff or volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation.

5.1 All school staff should take care not to place themselves in a vulnerable position with a child.

5.2 All staff should be aware of the school’s behaviour/discipline policy

5.3 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.

5.4 The Headteacher/senior teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).
5.5 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 6.4 above, without notifying the Headteacher first.

5.6 The school will follow the LA procedures for managing allegations against staff, a copy of which can be found in the Safeguarding file.

5.7 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 5.4 above) in making this decision.

5.8 Our lettings agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

5.9 Initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Allegations against other children (Peer to Peer Abuse)

At Woodlands Park School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils. We recognize that some pupils will sometimes negatively affect the learning and well-being of other and their behaviour will be dealt with under the school's Behaviour Policy.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery);
- Initiation/hazing type violence and rituals.

5.9 We understand that a pupil may make an allegation against another pupil which are of a safeguarding nature. If such an allegation is made the member of staff receiving the allegation will immediately inform the Head Teacher or the most senior Teacher if the head is not present.
5.10 Initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

5.11 The Head Teacher / senior teacher in all such occasions will discuss the content of the allegations with the Local Authority Designated Officer (LADO). The Designated Senior Lead (DSL) will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils.

5.12 The school will follow the LA procedures for managing allegations against other children.

**Report Writing For All Disclosures**

Listen carefully to the child, being non-judgmental, being clear about the boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.

After listening to a disclosure:

- Wait until the end of the disclosure and write up a thorough summary (allowing the staff member to devote their full attention to the child and to listen to what they are saying).
- Make notes but be conscious of the need to remain engaged with the child and not appear distracted by the note taker. Either way, it is essential a written record is made.
- Only record the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. These notes could become part of a statutory assessment by Social Care and/or part of a criminal investigation.
- Where the report includes an online element, the key consideration is for staff not to view or forward illegal images of a child. Please refer to:

The school will refer to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

**Risk Assessments:**

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual
harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment will consider:

- The victim, especially their protection and support
- The alleged perpetrator
- All the other children (and if appropriate staff) at the school, especially any actions that are appropriate to protect them.

These RAs will be recorded and kept under review.

Once a report has been made the school will make a decision to follow one of the following four options:

1. Manage internally
2. Early Help – multi-agency early help
3. Referrals to children’s social care
4. Reporting to the police – in parallel to children’s social care
Appendix 6: The roles and responsibilities of the Designated Senior Lead for Child Protection

1. Ensure that all staff know who they are and that there is always cover for their role when they are not present.

2. Making referrals to Social Care if there are concerns about a child’s welfare, possible abuse or neglect.

3. Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.

4. Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology. An indication of further record-keeping should be marked on the pupil’s general record.

5. Acting as a focal point for staff concerns and liaising with other agencies and professionals.

6. Ensuring that either they or another appropriately informed member of staff attends case conferences or other planning meetings, contributes to the assessment process, and provides a report which has been shared with the parents.

7. Ensuring that any absence, without satisfactory explanation, of a pupil currently subject to a child protection plan is referred to their Education Welfare Officer and the keyworker for the child protection plan immediately.

8. Ensuring that any child who is absent without reason is monitored as a potential child missing from education.

9. Ensuring that all school staff are aware of the school’s CP policy and procedures, and know how to recognise and refer any concerns.

10. Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years.

11. Ensuring that all staff receive basic Child Protection awareness training at least every three years.

12. Providing an annual report for the Governing Body, detailing any training undertaken by staff and Governors, number and type of incidents/cases, referrals to Children’s Social Care and children subject to Child Protection Plans (anonymised).
13. Notifying Social Care when a child attending the school is privately fostered.

14. Ensuring that any concerns about a pupil who leaves the school are forwarded under confidential cover to the Designated Person at the pupil’s new school as a matter of urgency.
APPENDIX 7: The responsibilities of the Governing Body

The Woodlands Park governing body has the following responsibilities:

- To have a Child Protection & Safeguarding Policy and procedures in place that are in accordance with LA guidance and to hold a copy of this policy where it can be made available to parents on request.
- To operate Safer Recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including but not limited to DBS and List 99 checks.
- To have procedures for dealing with allegations of abuse against members of staff, and volunteers, and other children that comply with guidance from the LA.
- To have a member of the school's senior leadership team who is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the LA, and working with other agencies.
- To ensure the Headteacher, and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, to ensure that all training is kept up to date by refresher training at 3 yearly intervals, and that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- To remedy any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay.
- To ensure that a member of the governing body (usually the Chair) is nominated to be responsible for liaising with Local Authority Designated Officer (LADO) and/or partner agencies, as appropriate in the event of allegations of abuse being made against the Headteacher.
- To review its policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.
- To recognise the contribution the school can make to helping children keep safe through the teaching of self-protection skills and encouragement of responsible attitudes to adult life through the Personal, Social and Health Education/Citizenship curriculum.
- To ensure that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to The Education (Prohibition from Teaching or Working with Children) Regulations 2003. A copy of the regulations can be found on http://www.legislation.gov.uk and revised guidance on reporting individuals to the Secretary of State is available to download.
At Woodlands Park we appoint a Safeguarding Lead Governor who liaises with the Designated person for Child Protection and the Head Teacher and prepares an annual report for the governing body.

All governors undertake to receive child protection and safeguarding training as part of induction, and to receive refresher training at 3 year intervals or as required.