

Woodside Academy

SAFEGUARDING AND CHILD PROTECTION POLICY



<i>Role</i>	<i>Federation Designated Safeguarding Lead for Child Protection</i>	<i>Designated Safeguarding Lead for Child Protection</i>	<i>Deputy Designated Safeguarding Leads</i>
<i>Name</i>	<i>Madelaine Caplin</i>	<i>Kathryn Freame</i>	<i>Tanya Knight, Catherine Aucott, Louise Wood, Mandy Avery, Theresa Corcoran</i>
<i>The 'Named Governor' with special responsibility for child protection is Janet Saunders</i>			

Committee responsible for review	Governing Body
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47-53 Federation Safeguarding Addendum April 2020 in response to Coronavirus

Outbreak

Linked policies include: Health and Safety, Whistle blowing, Safer Recruitment, Policy for managing behaviour including anti bullying and anti-racism strategy Safe Touch Policy, Exclusions Policy, Bexley LSCB Protocol for Managing allegations against staff, E-Safety Policy, Critical incident and Continuing Business Policy & Staff Handbook Procedures & Guidance.

Policy Statement

At Woodside Academy we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interests of the child.

At Woodside Academy children and young people are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it. We run the NSPCC Speak Out Stay Safe programme with all pupils every Spring.

Introduction

The purpose of this document is to assist all staff to protect and safeguard children who are at risk of abuse or neglect. This policy and procedures should be read in conjunction with the relevant sections of the **London Child Protection Procedures (2015)**. This policy also reflects the requirements of **Working Together to Safeguard Children (July 2018)**; **What to do if you are worried a child is being abused – Advice for practitioners, and Keeping children safe in Education (September 2020)**, **Sexual violence and sexual harassment between children in schools and colleges, May 2018**.

The safeguarding of children is everyone's business and schools have a responsibility under Section 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This includes

- Preventing the impairment of children's physical or mental health and/or development
- Protecting children from maltreatment
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.

The Children Act 1989 defines a child as being up to the age of 18 years; it also defines significant harm and the roles and responsibilities of Children's Social Care and the Police.

The following procedures outline the action to be taken if it is suspected that a child may be being abused, harmed or neglected. There are four categories of abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

It is acknowledged that a child can be abused, harmed or neglected in a family, institution or community setting by someone known to them, or less commonly, by a stranger, this includes someone in a position of trust such as a teacher or other professional.

Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and the school is committed to ensuring that all its actions in respect for a child are compatible with this aim. If there are concerns about a child's welfare which does not meet the thresholds of child abuse, the school will take action to promote the welfare of the child through additional monitoring and putting in place appropriate additional support.

1. Duty of care

Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in school

- Teachers and all employees must take reasonable care to ensure that pupils do not meet with foreseeable injury. They have a duty to protect the children against foreseeable risks of personal injury or harm.
- The standard of care is that of a reasonably prudent parent. The degree of care depends on such factors as the age of the pupils.
- There must be an effective system of supervision in operation in the school.

The duty of care applies while the pupils are on the school premises during school opening hours. It may also apply if the pupils are present outside of official school hours, e.g. if they arrive early or leave late and the teacher/school has agreed to the pupils being present.

The same duty of care applies if a teacher voluntarily supervises children.

Teachers are required to follow good standards and approved practice. Some classes and activities require a greater degree of supervision. If goggles, protective clothing, etc. are supplied for certain activities, it is the teacher's duty to ensure that they are worn. If there is an adventurous activity then a written risk assessment will be completed by the class teacher, approved by the SLT and followed when such activities are carried out.

Aims:

We will aim to safeguard children by:

1. Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
2. Sharing information about child protection and good practice with children, parents and carers, staff and volunteers.
3. Sharing information about concerns with agencies who need to know, and involving parents/carers and children appropriately.
4. Carefully following the procedures for recruitment and selection of staff and volunteers and ensuring that induction procedures for new staff are in place.
5. Providing effective management for staff and volunteers through support, supervision and training.
6. We are committed to reviewing our policy and good practice annually.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

1. Establish and maintain an environment where children feel secure, are confident to talk, and are listened to.

2. Ensure children know they can approach adults employed in the school if they are worried.
3. Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from harm or abuse including Child Sexual Exploitation and Female Genital mutilation.

2. Procedures

We follow the procedures set out by London Child Protection Procedures and Local Safeguarding Children Board and take account of guidance issued by the Department for Education to:

1. Ensure we have a designated safeguarding lead for child protection who has received updated appropriate child protection training every two years. The Federation Designated Safeguarding Lead is Madelaine Caplin. The Woodside Academy designated safeguarding lead at the time of writing this policy is: Kathryn Freame, Deputy Safeguarding Leads are Tanya Knight, Mandy Avery, Louise Wood, Catherine Aucott, Theresa Corcoran.
2. Ensure we have a nominated governor responsible to liaise with the local authority and/or partner agencies on issues of child protection. At the time of writing this policy it is Mrs Janet Saunders
3. Ensure every member of staff (including temporary and supply staff and volunteers) and Governing Body knows the name of the DSL or deputy DSLs responsible for child protection and their role.
4. Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Lead or deputy.
5. Ensure that parents have an awareness of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
6. Notify Children's Social Care immediately if there is an unexplained absence of a pupil who is subject to a child protection plan.
7. Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences. (If it proves impossible to send a representative a written report should be submitted to the child protection conference chair.)
8. Keep chronological records of concerns about children even if it is assessed that a referral is not necessary; and if that is the case, consider whether a common assessment should be undertaken.
9. Ensure all records are kept securely; separate from the main pupil file in a locked filing cabinet and in electronic files with restricted access.
10. Follow procedures laid down by the London Borough of Bexley LSCB where an allegation is made against a member of staff or volunteer.
11. Ensure safer recruitment practices are always followed.
12. When a child transfers to another school the DSL or deputy DSL will contact the designated member of staff of the receiving school to inform them that there are concerns.

3. Definition of abuse

This definition is based on those from *Keeping children safe in Education (September 2020)*.

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Types and possible indicators of abuse:

It is important to remember that Children and young people with autism can be more vulnerable to abuse because they may find it difficult to communicate with others and find it difficult to understand people's motives. They may be less able to report abuse. Some traits of autism can be confused with signs of abuse such as avoiding eye contact and becoming withdrawn. It is important that adults working with children with autism are especially vigilant about changes in behaviour and provide the pupils with alternative approaches to communicate.

Pupils may exhibit signs that may or may not be indicators that physical, emotional and/or sexual abuse, including neglect, has taken place, but the possibility should be considered. ***Guidance on recognising signs & symptoms of abuse can be found in the Part 1 of Keeping Children Safe in Education Statutory Guidance (September 2020)***

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.

Possible signs of physical abuse: injuries (bruises, welts, cuts, burns, bite marks, fractures, etc.) that are not consistent with the explanation offered (e.g. extensive bruising to one area); presence of several injuries that are in various stages of healing; repeated injuries over a period of time; injuries that form a shape or pattern that may look like the object used to make the injury (e.g. buckle, hand, iron, teeth, cigarette burns); injuries not consistent with the child's age and development; runaway attempts and fear of going home; stilted conversation; vacant stares or frozen watchfulness; no attempt to seek comfort when hurt; describes self as bad and deserving to be punished; cannot recall how injuries occurred or offers an inconsistent explanation; wary of adults or reluctant to go home; often absent from school; child care may flinch if touched unexpectedly; extremely aggressive or withdrawn; displays indiscriminate affection-seeking behaviour; abusive behaviour and language in play; overly compliant and/or eager to please; poor sleeping patterns, fear of the dark, frequent nightmares; sad, cries frequently; drug/alcohol misuse; depression; poor memory and concentration; suicide attempts

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious peer-on-peer abuse (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Possible signs of emotional abuse: mental or emotional development lags; behaviours inappropriate for age; fear of failure; overly high standards; reluctance to play; fears consequences of actions often leading to lying; extreme withdrawal or aggressiveness; mood swings; overly compliant; too well-mannered; excessive neatness and cleanliness; extreme attention-seeking behaviours; poor peer relationships; severe depression; may be suicidal; runaway attempts; violence is a subject for art or writing; complains of social isolation; forbidden contact with other children.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Possible Signs of sexual abuse: fatigue due to sleep disturbances; sudden weight change cuts or sores made by the child on the arm (self-mutilation); recurring physical ailments; difficulty in walking or sitting unusual or excessive itching in the genital or anal area due to infection(s); torn, stained or bloody underwear; sexually transmitted disease(s); injuries to the mouth, genital or anal areas (e.g. bruising, swelling, sores, infection) sad, cries often, unduly anxious short attention span inserts objects into the vagina or rectum change or loss of appetite sleep disturbances, nightmares excessively dependent fear of home or a specific place, excessive fear of men or women, lacks trust in others age-inappropriate sexual play with toys, self, others (e.g. replication of explicit sexual acts) age-inappropriate, sexually explicit drawings and/or descriptions bizarre, sophisticated or unusual sexual knowledge reverts to bedwetting/soiling dramatic behavioural changes, sudden non-participation in activities poor peer relationships, self-image overall poor self-care.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible Signs of Neglect: unattended medical and dental needs; consistent lack of supervision; ingestion of cleaning fluids, medicines, etc.; consistent hunger; nutritional deficiencies; inappropriate dress for weather conditions; poor hygiene; persistent (untreated) conditions (e.g. scabies, head lice, diaper rash, or other skin disorders); developmental delays (e.g. language, weight); irregular or nonattendance at school; depression; poor impulse control; demands constant attention and affection; lack of parental participation and interest; delinquency; misuse of alcohol/drugs; regularly displays fatigue or listlessness; falls asleep in class; steals food or begs for food from classmate(s); reports that no caregiver is at home; frequently absent or tardy; self-destructive.

4. What to do if you suspect that abuse may have occurred

You must report the concerns immediately to the Designated Safeguarding Lead or deputy by completing the online child protection incident log or by completing a coloured concern form. Urgent cases must be referred **in person** to the DSL or deputy **prior to logging the concern online**. In the absence of the DSL or Deputy DSL please relay the concern to the most senior member of staff or the Executive Head Teacher, (EHT). If the concern relates to a member of staff this should be reported directly to the EHT. All of these people are contactable on their mobile phone when not on the school premises.

Suspicious will not be discussed with anyone other than those nominated above.

Any member of staff may raise concerns directly with Children's Social Care. If for any reason you believe that the nominated persons have not responded appropriately to your concerns, it is then your responsibility to consider contacting the child protection agencies directly.

If a child's situation does not improve the staff member should press the DSL team for re-consideration.

5. Other safeguarding concerns

SAFEGUARDING CHILDREN WITHIN THE CONTEXT OF A SPECIAL SCHOOL

At Woodside Academy we recognise that children with special educational needs and disability, (SEND), are three times more likely to be abused than neurotypical peers. For example, some may have speech, language and communication needs which make it difficult to tell others what is happening.

At Woodside we will ensure that all our pupils and specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

All staff will be mindful of the fact that our pupils can be disproportionately impacted by safeguarding concerns including peer on peer abuse.

Woodside staff should not assume that possible indicators of abuse such as behaviour/mood change or injuries are related to the child's disability and to remain vigilant and mindful that children with SEND may not always outwardly display indicators of abuse.

All members of staff must remain vigilant at all times as **Safeguarding is Everyone's Responsibility**

Peer on Peer Abuse (Allegations of abuse made against other children, including cyber bullying.

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- peer-on-peer abuse (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves 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;

- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Woodside Academy, 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 students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

At Woodside Academy we will support the victims of peer on peer abuse by reacting promptly and rigorously to any information and reports, adhering to systems and procedures and involving stakeholders as appropriate and necessary.

Peer-on-peer abuse will be dealt with rigorously by the school. Programmes of specific and targeted support will be implemented for both victims and perpetrators.

The risk of peer-on-peer abuse will be minimised through a range of measures including assemblies, PSHE, annual delivery of the NSPCC Speak out, Stay Safe campaign, antibullying resources differentiated to suit all abilities for targeted use should an incident occur and external speakers ,e.g. the community police, targeted youth

Reports of peer on peer abuse will be recorded on Behaviour Watch and will be investigated internally by the school.

how the victims and perpetrators will be supported

Sexting

In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: ‘Sexting in schools and colleges, responding to incidents, and safeguarding young people’.

Serious violence

All staff should be aware of indicators, which may signal that children are at risk

from, or are involved with serious violent crime. These may include :

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance, signs of self-harm or a significant change in wellbeing,
- signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance¹¹

Sexual violence and sexual harassment between children in schools and colleges

(Reference: [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK](#))

1. Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
2. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support.
3. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

At Woodside Academy, we aim to adopt a zero tolerance approach to sexual harassment and to equip staff to develop confidence to intervene when such comments or inappropriate language arise by: making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them;
- understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language; and
- understanding that children who are lesbian, gay, bi, or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Children missing education

All children, regardless of their **circumstances, are entitled** to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. There are particular groups of pupils more likely to be at risk of missing from education these include the following:

Pupils at risk of harm/neglect – Children may be missing from education because they are suffering from abuse or neglect.

Children of Gypsy, Roma and Traveller (GRT) families – Research has shown that many children from GRT families can become disengaged from education; although many are settled some GRT families move regularly and their children can be at risk of missing education, particularly during the secondary school phase. Woodside Academy will inform the local authority when a GRT pupil leaves the school without identifying a new destination school. Woodside Academy works in close liaison with the Local authority Traveller Education Support Services to ensure continued attendance for children from GRT families.

Children of Service Personnel – Families of members of the Armed

Forces are likely to move frequently – both in the UK and overseas and often at short notice. Schools and local authorities should contact the MoD Children's Education Advisory Service (CEAS) on 01980 618244 for advice on making arrangements to ensure continuity of education for those children when the family moves.

Missing children and runaways – Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education. *Further sources of information about missing children are listed at the back of this document.*

Children and young people supervised by the Youth Justice System – Children who have offended or are at risk of doing so are also at risk of disengaging from education. Local authority Youth Offending Teams (YOTs) are responsible for supervising those young people (aged 8 to 18).

YOTs should work with the local authority CME officer to ensure that all vulnerable and identified at risk students are given the appropriate support to encourage attendance

Child Sexual Exploitation

The statutory definition of Child Sexual Exploitation (CSE) can be found on KCSIE (2020) page 84, is:

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

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;

- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

What marks out exploitation is an imbalance of power in the relationship with the perpetrator always holding some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual peer-on-peer abuse including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

At Woodside Academy, all staff and volunteers working in our school are:

- aware of the guidance that is available in respect of CSE
- vigilant to the risk of it being practised and
- Alert to the signs of potential or actual abuse.

We take this abuse very seriously and will take timely and appropriate action in respect of concerns about any child suspected to be at risk or being sexually exploited.

Child Criminal Exploitation

The definition of Child Criminal Exploitation, which can be found on KCSIE (2020) page 83, is:

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

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

County Lines

From KCSIE (Sept 2020) p83; 'County Lines' is:

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Domestic Abuse

The definition of Domestic Abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Controlling behaviour

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour

Although not a legal definition, coercive behaviour is deemed an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

At Woodside Academy we are aware that pupils witnessing domestic violence at home are at risk of physical harm and/or neglect. Also due to the needs of some of our pupils they may be more at risk of controlling or coercive behaviour from others. We will ensure that all staff understand their role and responsibilities in monitoring, providing the appropriate support and in safeguarding pupils.

Female Genital Mutilation

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE

- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

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 (under 18, if disabled) 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. There is a mandatory duty for the school to inform the local authority of children in such arrangements.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the

child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Trafficking

Whilst the majority of child trafficking cases known about involve cross border movement, it is also known that child trafficking occurs within the UK. A number of serious cases involving organised child sexual exploitation and trafficking have raised this issue and, whilst the Keeping Children Safe in Education 2016 guidance focuses mainly on trafficking from abroad, schools should be aware of the risks in relation to this type of trafficking. Trafficked children may not only be deprived of their rights to health care and freedom from exploitation and abuse, but may also be denied access to education. The creation of a false identity and implied criminality of the children, together with the loss of family and community, may seriously undermine their sense of self-worth. At the time they are found, trafficked children may not show any obvious signs of distress or imminent harm, but they may be vulnerable to particular types of abuse and may continue to experience the effects of their abuse in the future.

At Woodside Academy, all staff and volunteers working in our school have a duty to keep children safe and as such will notify the Local Authority if we are aware of any child, or strongly believe to have been trafficked.

Extremism and Radicalisation

We are aware of the potential risk to vulnerable young people to being influenced by others in an attempt to radicalise them.

At Woodside Academy, all staff and volunteers working in our school are:

- aware of the guidance that is available in respect of extremism and radicalisation (including the Prevent agenda)
- vigilant to the risks posed to vulnerable pupils for example those who are looking for role models, trying to fit in, in need of someone to talk to, disillusioned.
- alert to the signs that a pupil is potentially being groomed for radicalisation including emotional, verbal and physical signs. For example Change in looks, dress, wearing of motifs or badges, change in behaviour including more vocal or more withdrawn, asking unusual questions, looking at inappropriate websites, speaking/ parroting stock phrases.

We take the risk of extremism and radicalisation very seriously and will take timely and appropriate action to refer the incident to the MASH team who will investigate the incident.

6. Key roles and responsibilities:

School personnel and volunteers must know and understand:

- that **safeguarding and promoting the welfare of children is everyone's responsibility.** This means that at all times we must consider what is in the best interests of the child.
- we all have a responsibility to provide a safe environment in which children can learn.
- all staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. In the first instance, staff should discuss early help requirements with the designated lead. At Woodside Academy Early Help can be accessed via the DSL team, for example through the Woodside Pastoral mentor, Team Around the Child or Family (TAC/TAF) meetings or possibly a referral to the Family Wellbeing Service
- be aware of the background of the children in their care;
- be made aware of this policy and all other safeguarding procedures during induction, in the school handbook and training;
- be aware of the names of the DSL or deputy DSLs;
- be trained in identifying signs of harm and abuse;
- be aware of the effects of abuse and neglect on children;
- undertake training on responding to a child;
- be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect;
- know how to report any suspected case of harm or abuse;
- establish a school and classroom environment where children feel safe to talk and where school personnel listen to children;
- encourage pupils to assess risks themselves;
- write down, date and sign concerns on a "Concerns Form" and/or upload information to the safeguarding reporting system.
- concerns should not be discussed with anyone other than the designated person or deputy.
- report any concerns to the designated person or the deputy designated person;
- know what to do if a child makes a disclosure;
- not promise confidentiality to any child but always act in the interests of a child;
- receive support and counselling if they feel distressed from being involved with a case or incident;
- be kept up to date with changes in procedures;
- be prepared to attend a Strategy Meeting;
- be prepared to attend a Child Protection Case Conference;
- ensure that they conduct themselves correctly at all times and do not put themselves at risk;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.
- All staff will be provided with a copy of the Part 1 of the Keeping Children Safe in Education 2020 and Annex A, which they will be expected to read and sign a sheet to denote that this has been done and recorded on the SCR.

In addition, office staff should:

- ensure that relevant checks are carried out during the process of recruitment and selection;

- update and maintain the Single Central Register;
- monitor attendance and make calls on the first day of absence as soon as possible (usually before 9.30 a.m.) where no contact has been made with the parents.
- Record the names of visitors to the sites using the appropriate recording system.
- Maintain a copy of the sheet showing that staff (including new staff), have signed to denote that they have: received the annual safeguarding training; been provided with a copy of the Part 1 Annex A of the Keeping Children Safe in Education September 2020.

The Site Manager should:

- ensure that the premises are maintained well and kept secure in order to safeguard and protect children.
- support senior staff in ensuring that vehicles entering and leaving the premises do so safely

Staff running before and after school clubs should:

- maintain registers of children attending activities and liaise with the after school Safeguarding Lead or deputy to locate children who are expected to be present but have not attended

The Executive Head Teacher will:

- ensure the implementation of this policy, all procedures and other related policies;
- ensure everyone connected with the school is aware of this policy;
- work closely with the designated person and nominated governor for child protection;
- provide adequate resources for the DSL or deputy DSL to undertake her role;
- ensure Disclosure and Barring Service checks are undertaken for everyone working with children in the school;
- ensure that all school personnel and volunteers are able to have access to and understand the safeguarding policies and procedures;
- ensure that all new staff undertake training in child protection procedures;
- create and provide a learning environment that is safe, secure, and welcoming for children combined with sound security systems and procedures;
- establish an environment where children feel safe to talk and a culture where school personnel listen to children;
- not promise confidentiality to any child but always act in the interests of a child;
- have in place effective anti-bullying strategies;
- encourage pupils to assess risks themselves;
- ensure school personnel are constantly encouraging pupils to assess risks to themselves;
- ensuring teachers identify adventurous activities and carry out suitable written, properly approved, risk assessments
- regularly report to the governing body and keep them updated;
- undertake training in safeguarding and child protection;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- report annually to the governing body on the effectiveness of the policy.

- follow safer recruitment procedures when appointing new staff.

Designated Safeguarding Leads will:

The Designated Safeguarding Lead is responsible for safeguarding and child protection at Woodside Academy. The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake training;
- raise awareness of safeguarding and child protection amongst the staff and parents; and
- ensure that child protection information is transferred to the pupil's new school
- be aware of pupils who have a social worker
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.
- ensure the implementation of this policy;
- ensure everyone connected with the school is aware of this policy;
- work closely with the Head of School and the nominated governor;
- be trained in child protection policy procedures;
- renew training every two years in order to:
- understand the assessment process,
- understand the procedures of a child protection case conference and child protection review conference,
- understand the specific needs of children in need,
- understand the specific needs of children with special educational needs and those of young carers,
- have in place a secure and accurate record system of all concerns and referrals;
- take the lead in dealing with child protection issues;
- keep a confidential Child Protection Register of all those pupils known to be at risk;
- be trained in working with all agencies;
- familiarise school personnel with the policy and procedures;
- investigate and deal with all cases of suspected or actual problems associated with child protection;
- ensure parents are aware that referrals about suspected abuse or neglect may be made;
- make child protection referrals;
- record all child protection referrals;
- co-ordinate action within the school;
- liaise and seek advice from the Local Authority Designated Officer when the need arises;
- liaise with social care and other agencies;
- transfer the child protection file of any pupil leaving to join another school;
- provide support for any child at risk;
- not promise confidentiality to any child but always act in the interests of a child;
- act as a source of advice within the school;
- help create a culture within the school of listening to children;
- keep up to date with all new guidance on safeguarding children;
- keep all school personnel up to date with any changes to procedures;
- organise appropriate training for school personnel and governors;

- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork up to date;
- report back to the appropriate school personnel when necessary;
- annually review the policy with the Head of School;
- ensure parents are aware of this policy through uploading it to the school website;
- respect parents and children's' need for privacy;
- when making a referral, share all information with parents unless it places the child at risk.

The Nominated Governor will:

- ensure policies and systems fulfil all safeguarding and child protection responsibilities and are consistent with Local Authority guidelines and Local Safeguarding Children Board procedures;
- take responsibility for the oversight of procedures relating to handling allegations against school personnel and volunteers
- take responsibility for taking action according to Local Authority procedures where there are allegations against the Head of School or the Executive Head teacher;
- ensure recruitment of school personnel and volunteers is in line with the Safe Recruitment policy;
- undertake safeguarding training at relevant intervals.

Pupils should be made aware of:

- basic safeguarding procedures in school such as visitors signing in and wearing visitors' stickers;
- how to assess risk for themselves;
- how to keep themselves safe;
- the opportunities they have to express their feelings and opinions about safeguarding issues;
- their role in helping to make and implement policy.

Parents:

- are asked to work hard with the school to establish excellent home-school relationships;
- are aware that we have a responsibility for the welfare of our pupils;
- are aware that we have a responsibility to involve social services if we have any concerns about a child;
- are aware they will be informed of our actions;
- are asked about safety of children when they are in school;
- know who to talk to if they have any concerns;
- feel their views are listened to and acted upon.

7. Responding to a child making a disclosure or allegation of abuse.

- In our school the way that pupils can communicate their problems are through comments, drawings, changes in behaviour, actions in their play.
- Pupils with low levels of verbal communication should be supported through a range of strategies including talking mats, colourful semantics, PECS (S< are available for support where necessary)
- Stay calm, listen carefully to what is being said

- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others - do not promise to keep secrets
- Allow the child to continue at his/her own pace
- Ask questions for clarification only and at all times avoid asking leading questions.
- Reassure the child that they have done the right thing in telling you
- Tell them what you will do next and with whom the information will be shared
- Record in writing what was said using the child's own words as soon as possible, note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated
- Pass this information on immediately to your DSL or deputy DSL or Deputy DSL or deputy DSL in her absence.

After a child has disclosed abuse, the DSL or deputy DSL should carefully consider whether or not it is safe for a child to return home to potentially abusive situation. On these rare occasions it may be necessary to take immediate action to contact Children's Social Care to discuss putting safety measures into effect.

8. Concerns relating to a member of the school staff or other person in a position of trust

Responding to Allegations of abuse against a member of staff, other worker or volunteer

At Woodside Academy, we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the headteacher should go to the Chair of Governors who can be contacted by [state method of contact].

The Bexley LSCB/ Local partnership procedures on allegations against school staff, other workers or volunteers will be followed in all such cases. It is available on the school portal and the Bexley LSCB website: <https://bexleysafeguardingpartnership.co.uk/>

The guidance in KCSIE (Part Four) should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

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

The Executive Headteacher will immediately (within 1 working day) discuss the situation with the LADO who has overall responsibility for the management of allegations to agree a course of action.

Any allegation that meets the threshold for 'significant harm' or 'risk of significant harm' will be reported to police and social care for investigation. Investigations may have three related, but independent, strands:

- Enquiries and assessment by Children's Social Care (CSC) regarding whether a child is in need of protection or in need of services;

- A police investigation into a possible criminal offence;
- Consideration by the employer of whether disciplinary action is necessary.

The following definitions should be used when determining the outcomes of investigations:

- Substantiated - there is sufficient evidence to prove the allegation
- Malicious - there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- False - there is sufficient evidence to disprove the allegation
- Unsubstantiated - there is insufficient evidence to prove or disprove the allegation

Allegations against a teacher no longer working at the school will be referred to the police.

Where the headteacher is the subject of an allegation, the chair of governors should discuss and manage oversight of the allegation immediately with the designated officer.

When an allegation is made, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Parents and carers should also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002.

In the event that an employee is dismissed or resigns from their post because of a safeguarding concern, the employer has a statutory duty to refer the employee to the Disclosure and Barring Service (DBS) and Teaching Regulatory Authority QTS staff members only), for consideration as to whether barring the employee from working with children is appropriate.

Suspension: Suspension should not take place without careful thought and consideration being given to other suitable alternatives, such as a transfer of duties or additional supervision. Suspension is a 'neutral' act that does not imply innocence or guilt and is designed to give the employee the right to representation and protects both parties (adult and child) until the matter is resolved. The decision to suspend remains solely with the employer but they should consult the LADO and other senior managers in making their decision.

Records - Details of allegations that are found to have been malicious or deliberately invented should not be retained on personnel records. A clear and comprehensive summary of all other allegations made, a chronology of events and decisions reached will be kept on file at least until normal retirement age, or for 10 years if that is longer. This applies even if the person leaves. The purpose of this record is to:

- provide clarification in cases where a future DBS check reveals information from the Police that an allegation was made but did not result in a prosecution or conviction;
- enable an accurate response to be given to any future request for a reference;
- prevent unnecessary re-investigation, if allegations resurface after a period of time.

Responding to Allegations of abuse against another pupil

After a child has disclosed abuse by another child (with particular reference to sexually harmful behaviour), the DSL or deputy DSL should make a referral to Children's Social Care in line with the '*London Child Protection Procedure*'. This is also the case when there is a suspicion or an allegation of a child:

- Having been seriously physically abused or being likely to seriously physically abuse another child;
- Having been seriously emotionally abused or being likely to seriously emotionally abuse another child;
- Having harmed another child.

9. The referral process

The referral should be made to Children's Social Care in which the child lives, e.g. if a child lives in another borough, the referral needs to be made to the Social Care Department in that borough. In Bexley referrals are made to the Children's Social Care department. Some pupils at Woodside are designated as disabled and therefore referrals should be made to the Children with Disability Team. A telephone referral should be made and confirmed in writing using an inter-agency referral form (available in proformas folder on the T drive) within 48 hours.

- When making a referral, the DSL or deputy DSL should keep a written record of:
 - Discussions with child
 - Discussions with parent/s
 - Discussions with staff
 - Information provided to Social Care
 - Advice given and decisions taken (clearly times, dated and signed).
- Children's Social Care should acknowledge the referral within one working day and should be contacted if no acknowledgement has been received within 3 working days.
- Following referral, Children's Social Care should, within one working day, consider the next course of action, record their decision in writing and notify the DSL or deputy DSL or the Safeguarding Officer.

10. Recruitment and appointment of workers and volunteers

Refer to standard recruitment and appointment policy for staff recruitment. In recruiting and appointing workers we, *Woodside Academy*, will be responsible for following Bexley HR Service, Recruitment and selection guide for schools. A summary of pertinent points follows:

- Identifying the tasks and responsibilities involved and the type of person most suitable for the job.
- Draw up the Selection criteria and put together a list of essential and desirable qualifications, skills and experience.
- All applicants should apply in writing and their application will cover their personal details, previous and current work/volunteering experience.
- We will make sure that we measure the application against the selection criteria.
- All staff (and volunteers participating in regulated activity), working in the school will be required to provide an enhanced DBS certificate.
- All applicants need to sign a declaration stating that there is no reason why they should be considered unsuitable to work with children. The Rehabilitation of Offenders Act (1974) requires that people applying for positions which give them "substantial, unsupervised access on a sustained or regular basis" to children under the age of 18 must declare all previous convictions which are then subject to police checks. They can then only be offered a job subject to a successful police check. This includes potential employees, volunteers and self-employed people such as sports coaches. They are also required to declare any pending case against them. It is important that your applicant in this particular category understands that all information will be dealt with confidentially and will not be used against them unfairly.

- We will ask for photographic evidence to confirm the identity of the applicant e.g. their passport & proof of address.
- We will request to see documentation of any qualifications detailed by the applicant.
- We will always interview our candidates for a job.
- We will have at least two people from our organisation on the interview panel one of whom must have successfully completed safer recruitment training.
- We will request two written references from previous employers. We will ask the referee to also comment on their suitability for working with children. If necessary we will also try and follow up written references with a telephone call.
- The same principles apply to ex-pupils who have been involved with the organisation and have become volunteers.
- We will ensure that we are compliant with all the requirements of the new Disclosure and Barring service. DBS checks were previously referred to as CRB checks.
- When using supply teachers, the school will ensure that the agency has undertaken appropriate checks. The supply teacher will be asked to provide evidence before they start work in the form of two types of identification such as their photographic ID as well as a letter (from the agency).

In recruiting and appointing volunteers we, Woodside Academy, will be responsible for the ensuring that:

- All volunteers provide a brief written application confirming their details, experience, etc.
- All volunteers are interviewed
- All regular volunteers who undertake regulated activity complete an enhanced DBS check. The school will comply with the new definition of regulated activity, supervised and “unsupervised” as of September 2012. The school will carry out a risk assessment with regard to any volunteer not engaging in regulated activity according to guidelines specified in KCSIE Sept 2018, (p164-165).
- References are sought for all volunteers. It is acknowledged that this may not be from an employer but can be a personal reference.
- All volunteers should receive an induction and be given clear written guidance on responsibilities, acceptable behaviour and limits to their role.

Further information regarding work experience pupils to be supplied by their place of work/college/school

11. Supervisory arrangements for the management of *Woodside Academy* out of school hours activities.

We will aim to protect children from abuse and our team members from false allegations by adopting the following guidelines in line with the school’s Safer Working Practices Policy and Code of Conduct:

- Written consent from a parent or guardian will be obtained for every child attending our activities.
- The club will keep a register of all children attending our activities.
- We will keep a register of all staff / outside providers (both paid staff members and volunteers).
- Where applicable, all clubs independent of the school must have their own child protection policy & procedure in line with the school's
- The club will take a register of the pupils attending that session and give a copy to the school.

- The after school Safeguarding leader will be present to check attendance of pupils at clubs within 30 minutes of the start of the clubs and will notify parents/ carers of any pupils that were present in school and signed up for a club but have not attended.
- Where possible staff / outside providers should not be alone with a child, although we recognise that there may be times when this may be necessary or helpful. A member of the safeguarding team is available to provide support as and when necessary.
- Staff / outside providers should not be alone in a closed room with a child.
- Staff / outside providers may escort children to the toilet but they should not go into the toilets. They are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/guardian, and a procedure for this has been agreed.
- Physical contact should be avoided unless required for the child's safety and wellbeing or the safety and wellbeing of others. However our team members will be discouraged from this in circumstances where an adult or child are left alone.
- All team members should treat all children with dignity and respect in both attitude language and actions.

Student who go missing on / off school site:

While pupils are in school, we have a responsibility for duty of care to the pupils and act in loco-parentis by taking steps that are reasonable to ensure their safety and well-being. Procedures are in place if a student should go missing in / out of school (see **appendix C**).

Education of pupils through Personal Social Health & Economic (PSHE) and Assemblies:

Pupils are encouraged to safeguard themselves and are educated on the use and misuse of drugs and alcohol, and in appropriate sex and relationships and through e safety through the schools provision of PSHE programmes and Assemblies.

12. Safeguarding of vulnerable pupils:

Safeguarding of vulnerable pupils is paramount in *Woodside Academy* and we therefore take into account difficulties experienced by the pupils with regard to their safety whilst navigating the school site. This includes how they move around before and after school times, break times, lunch times and between lessons. To overcome these difficulties, members of staff are allocated to supervise pupils during these times.

Support for Vulnerable Pupils:

Woodside Academy is committed to supporting our vulnerable pupils in many ways and this includes the provision of and access to

- Child and Adolescent Mental Health Services (CAMHS): Vulnerable pupils that are suspected to have mental issues will be referred to CAMHS for assessment.
- Services for disabled children, young people and families: Disabled pupils who are in need of emotional and social support will be referred to the appropriate support agencies.

Termly Care and Guidance meetings are held to identify pupils requiring additional support and referrals are then made to outside agencies.

Individual Pupil Plans and Additional Support Plans (Behaviour support):

This includes strategies that help to prevent safeguarding issues in school such as:-

- Positive physical intervention when necessary
- Behaviour interventions
- Specific strategies for individual pupils such as identifying who pupils can talk to about their concerns. What they can do in times of high anxiety. Learning Mentor that sweeps up behaviours
- Pupils with 1:1 Teaching Assistant support
- Sensory integration (where and when necessary)

Individual Risk Assessments:

All children in the school will be assessed individually to ensure that their safeguarding needs are met. Given the behaviour of some pupils, the level of risks differs. In addition, there might be risks assessments attached to a student specific to locations; for example, in a science laboratory. Where a child is deemed to pose a risk or be at specific additional risk, an enhanced risk assessment to specifically address the issue and minimise risks may be made.

Behaviour, discipline and Exclusions:

Any student who causes physical harm, sexual harassment or persistent peer-on-peer abuse will be dealt with through the schools behaviour and discipline and exclusions policy and in line with the school's Anti-bullying policy.

13. Management of Children with Child Protection Plan:

- If a child is subject to a Child Protection Conference, the DSL or deputy DSL will attend the conference to share any relevant information.
- If the child has a Child Protection Plan, the DSL or deputy DSL is responsible for ensuring that the school participates appropriately in the Child Protection Plan and attends Child Protection Conferences and all Core Group Meetings
- Information will be shared with staff on a need to know basis but key personnel working with the child should have sufficient information to support them in their work with that child.
- If a child with a Child Protection Plan has an unexplained absence from school the DSL or deputy DSL will inform the Social Worker.

14. Support and Training for staff and volunteers

Safeguarding training

- New staff receive a safeguarding briefing from the Designated Officer as part of their induction process.

- All staff access child protection training to enable them to identify and recognise signs of abuse and raise their concerns appropriately.
- All staff access this training at relevant intervals
- Designated safeguarding leads will attend multi agency training run by the Bexley LSCB annually and supplement this training with DSL or deputy DSL training to support them in their role.
- Designated Safeguarding Leads will attend termly DSL or deputy DSL Forums coordinated by the Bexley LSCB to keep up to date with the latest developments and then disseminate these back in school.
- Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.
- All records of staff safeguarding training are kept by the DSL/Office Manager..

15. Record Keeping

- Department of Education guidance says that the DSL or deputy DSL should keep detailed, accurate, secure written records of referrals and concerns. These should be kept separately from academic records, in a confidential file stored in a secure cabinet, accessible only by appropriate senior staff members. They are exempt from records available for examination by parents or children unless subject to a court order.
- Woodside Academy maintains a chronological record for concerns.
- If a child transfers to another school or other educational establishment, the DSL or deputy DSL should forward the child protection file to a named person at the receiving school/establishment under separate cover from the academic records. The file should be marked '**confidential, to be opened by addressee only.**' Electronic filing should be sent under a protected password system agreed by the recipient.
- The DSL or deputy DSL should retain a copy of the child protection file, which should be stored in a secure cabinet accessible only by appropriate senior staff members. Child Protection records about a pupil who has ceased to become of compulsory school age should be archived and catalogued.
- The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the interagency referral form.

16. Confidentiality

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

- The DSL or deputy DSL will disclose personal information about a pupil to other members of staff on a need to know basis only.
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 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.

17. Information Sharing

When considering sharing information the staff will consider:

- Remember that the Data Protection Act is not a barrier to sharing information, it provides the framework. Keeping Children Safe in Education (2020), paragraph 85: ‘The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.’ Paragraph 84: ‘This includes allowing practitioners to share information without consent...’
- Be open & honest with the person from the outset about how information may be shared.
- Seek advice; do not fail to share information because you are unsure what to do.
- Share with consent where appropriate & respect the wishes of those who refuse consent unless you believe that there is a risk of harm to child if the information is not shared.
- Consider safety and well-being of the child and base information sharing decisions on this.
- Ensure all information shared is Necessary, Proportionate, Relevant, Accurate, Timely & Secure. Ensure any third party or hearsay information is identified and that you have consent to share it.
- Keep a record of your decision and reasons for it. Record what you have shared, with whom and the purpose.

We will always undertake to share our intention to refer a child to Children’s Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Bexley Safeguarding Children’s Service.

We will clarify with the Bexley Safeguarding Children’s service regarding any issues that we are unsure of how to proceed – acting on their advice as received.

18. Working together with parents / guardians to better safeguard children:

To better safeguard children, parents / carers will be asked to agree to an Information Sharing Protocol so that the school can liaise with other agencies involved. The school will also inform parents /carers (unless to do so could put the child at greater risk of harm), if their child is referred to another agency.

19. Safer working practice for staff

• Interviewing Pupils

All staff, male or female, should be aware of the potential risks regarding, for example false allegations that may be made against them. The school has a staff handbook that provides information regarding for example interviewing or working with pupils alone and the care that must be taken. All staff try to ensure that they are not in a compromising position where allegations can be made against them.

Suggested protective measures to consider:

- Ask another person (teacher or pupil’s friend – as appropriate to the content) to sit in on the interview:
- Sit in a room where it is possible to be observed through a window or glass-panelled door:
- Do not close the door of the room, if you are not clearly visible from outside the room.

Transporting Pupils

Situations occasionally arise, which requires a member of staff to take a pupil home or transport them in their own car. Staff are aware of the risks involved in this and undertake a risk assessment. All pupils being taken home are agreed by a member of the senior leadership team. All decisions taken regarding transporting pupils in staff cars take account of the safety of both pupils and staff and particularly in regard to false allegations being made against staff. As much as possible we will ensure that no staff member will be left alone with a pupil in this situation. Similarly when transporting pupils in school or hired transport the same procedures are adhered to.

20. Use of Technology

All staff must read the school e-safety policy and sign the e-safety agreement. This forms part of all new staff induction.

All staff in our school will use technology to support and promote the learning and welfare of the children. However certain safeguards should be remembered:

- Mobile phones - Staff will NOT give any child their personal mobile phone number and will not contact the child on the child's mobile phone either by voicemail or by texting without the consent of the parent and in line with the school's policy in respect of use of mobiles. Staff should not use a mobile phone in the presence of school pupils and pupil areas of the school site unless it is an emergency. In relation to photographs, staff **must not** use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school. Staff will have an absolute commitment to seek advice from a senior manager regarding any situation that may be capable of being understood as inappropriate.
- Staff will ensure Bluetooth is disabled when on school premises on all their personal mobiles and laptops
- Communication by email should only be through the school's email system and personal emails must not be shared with children. Staff should not communicate with pupils through private email accounts, social networking sites, even on educational matters, but must use official email and networking sites sanctioned by the school. Staff should be extremely careful in their personal use of social networking sites and must not discuss school business or any issues relating to pupils.
- Use of Internet: Staff will NOT access or expose children or young people to unsuitable material on the internet. Staff will ensure that they follow e-safety standards about access to and use of the internet and be mindful of the Teacher Standards. The Head of School will have the final decision on whether a member of staff has behaved in an inappropriate or unprofessional manner.

Examples of inappropriate conduct might include

- Participating in chat rooms with pupils,
- Use of a social media site such as Facebook or Twitter to communicate with pupils,
- Text-messaging.
- The promotion of non-school activities such as outside clubs and organisations or
- Sending emails that are not directly related to the pupil/teacher relationship and specifically relating to school business.

Online safety at Woodside Academy

Most young people experience the internet and mobile phones as a positive, productive and creative part of their activities and development of their identities. However, issues of E-Safety do arise as some pupils use the technologies negatively.

- In Woodside Academy, we have a robust filter for the internet and a system for monitoring computer usage, which takes screen shots if any word from our 'trigger' list is typed. If a student is caught accessing or viewing inappropriate material on a computer or on their mobile phone via the School system during School hours, they will receive a serious sanction. However, out of School and particularly on mobile phones connected to the mobile networks, there is often no supervision, monitoring or filtering.
- Cyber-bullying is another area which is growing rapidly. It is different from more traditional forms of peer-on-peer abuse. Some pupils have 24 hour access to the internet or a mobile phone and so it can be hard to escape. The audience for the peer-on-peer abuse can be potentially huge and comments and pictures are likely to stay online forever.
- The school is committed to working within the Bexley LSCB Combating Peer-on-peer abuse Strategy
- As with all forms of peer-on-peer abuse, the School will deal with this in accordance with the Behaviour Policies (particularly the Anti-bullying policy), even if the cyber-bullying is happening outside School hours. Signposting to outside support agencies will be made as appropriate.

If parents / guardians have any concerns that their child is being cyber-bullied, they should please print off any available evidence and report it to the Police as appropriate and inform the school as soon as possible.

21. Use of physical contact

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom KCSIE 2018

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. It is important to allow children to do what they can for themselves, but depending on age and circumstances it may be necessary for some physical contact to take place.

A "Safe Touch" policy is in place as a 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools may occur most often with younger pupils.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff being vulnerable to allegations of abuse. It is recognised that many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively

by helping them to understand the importance of personal boundaries

22. Use of Positive Physical Intervention

- There are times when positive physical intervention is required for example to prevent another pupil or a staff member being hurt, or to prevent a pupil from harming themselves such as by running into the road
- Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from :
 - a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil) ;
 - b. causing personal injury to , or damage to the property of, any person (including the pupil himself) ; or
 - c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

School staff are trained in TEAM-TEACH which is endorsed by the Institute of Conflict Management and emphasises that any and all positive physical intervention must only be used as a last resort. All positive physical intervention, (PPI) used is be recorded on Behaviour Watch and in n the 'Bound and Numbered' book.

The school will make use of the powers to search pupils for items that the school deems as banned because they may cause pupil harm, pose a safeguarding risk, or prevent the maintenance of good order and discipline, e.g. mobile phones, articles intended for use against another person, energy drinks, deodorant sprays.

Whistle blowing

Staff should be aware that children may feel unable to express their concerns in an environment where staff fail to do so on their behalf. All staff should therefore feel free to voice concerns about the attitude, comments and actions of their colleagues in accordance with the council's whistle blowing policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

Equality Statement

Woodside Academy is committed to promoting equality and prevent discrimination on the grounds of disability, ethnicity, gender, age, religion or belief and sexual orientation.

Commitment of the Governing body of Woodside Academy

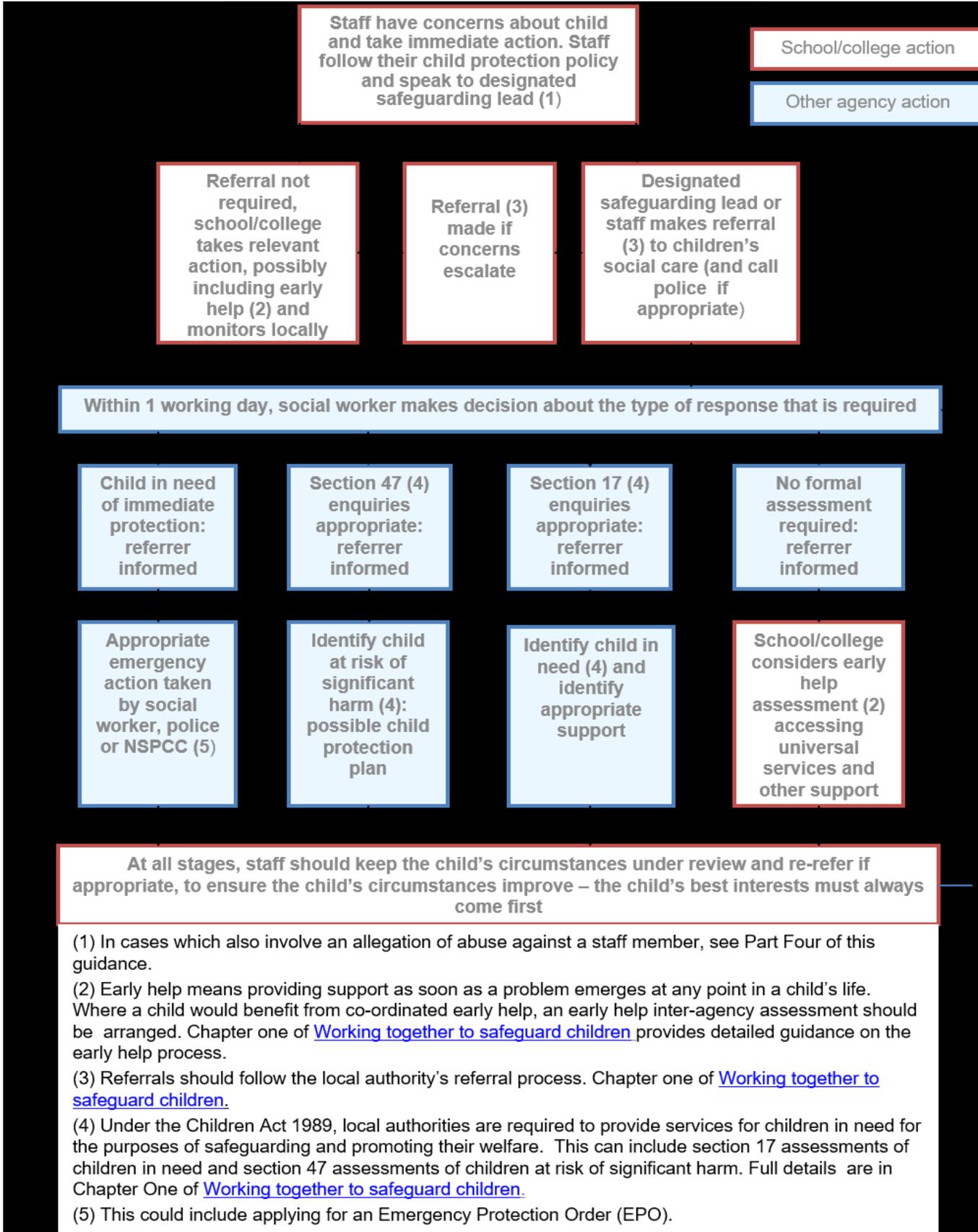
The governors of the Federation of Belmont/Woodside Academies are committed to safeguarding practices, which protect children from harm. This commitment is shared by the staff and volunteers of *Woodside Academy*. We accept and recognise our responsibilities to develop awareness of the issues, which cause children harm. We are supported by London Borough of Bexley in all child protection matters.

We have accepted this policy and will implement it. As part of our commitment, we, the governing body of *Woodside Academy*, will ensure that this Safeguarding and Child Protection Policy is reviewed on an annual basis. We will also make child protection a standing agenda at all of our meetings and monitor this Policy by replying to reports, from the Head Teacher and staff, tabled at Full Governing Body meetings.

This policy should be given to all new employees and made freely available to all staff, parents and carers.

APPENDIX A

ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD



(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).

You have a safeguarding concern:

- It is your **duty and responsibility** to report the concern as soon as possible.



Report + Record

- If you think your concern is urgent e.g. disclosure from child +/- or evidence of significant harm, e.g. abuse, child (sexual) exploitation, illegal offence, missing from school, gang involvement, weapons, witness to domestic violence, you must **REPORT IMMEDIATELY AND IN PERSON TO DSL** prior to uploading concern on Behaviour Watch.
- **All concerns** must be recorded on **Behaviour Watch**- select **Safeguarding Tab** and **complete slip as soon as possible**. If no access to Behaviour watch, use yellow form.
- Keep any written notes, sign and date these and hand to DSL.



Follow-up

- If you receive no confirmation that the concern is being dealt with from a DSL within 24 hours then it is your responsibility to follow up with the relevant DSL either in person or by email



DSL Team

EYFS/Primary: Catherine Aucott, assessment@bwf.education

KS3: Louise Wood, lwood@bwf.education

KS4/5: Theresa Corcoran, tcorcoran@bwf.education

Pastoral lead & safeguarding liaison: Tanya Knight, mentor@bwf.education

Pastoral support worker: Mandy Avery, mavery@bwf.education

Designated Safeguarding Lead: Kathryn Freame,
hoswoodside@bwf.education

Federation designated safeguarding lead: Madelaine Caplin,
exehead@bwf.education

APPENDIX B

For general queries about Safeguarding or to arrange training

Contact	Numbers	Further information
Bexley Childrens social care	0208 303 7777 Children's Social Care Direct Dial: 0203 045 3861	Anytime

In the case of concern about a child's/young person's safety, wellbeing or abuse of a child.

Contact	Numbers	Further information
Disabled Children Service	0203 045 3600	9– 5 pm
Bexley MASH (Multi-Agency Safeguarding Hub)	020 3045 5440	Telephone consultation or referrals .
Adult social care- Care central	020 3045 5159	For referrals for students 18+
Adult social care transition team	020 3045 4323	For referrals for students 18+ with allocated social workers
Deputy Director Adult social care	0203 045 5090	For referrals/issues for students 18+
Bexley Emergency Duty Service	0208 303 7777 020 8303 7171	outside of office hours including weekends (Monday to Friday and weekends 6pm to 8am)
Local Authority Designated Lead	0203 045 3861	Sharon Ackbersingh E: Sharon.Ackbersingh@bexley.gov.uk E: LADO@bexley.gov.uk E: childrens.triageteam@bexley.cjsm.net
Bexley LSCB		https://bexleysafeguardingpartnership.co.uk/
NSPCC	08088005000	www.NSPCC.org.uk
Police Child Abuse Investigation Team	0207 230 3619	8am – 6pm or calls outside these hours should be made to 999or 101

In the case of allegations against staff

Contact	Numbers	Further information
Head of Schools HR- Rebecca Smith	020 3045 4207 07969 323334	
Local Authority Designated Officer	LADO Team: 0203 045 3436 MASH: T: 02030455440	Sharon Ackbersingh E: Sharon.Ackbersingh@bexley.gov.uk E: LADO@bexley.gov.uk E: childrens.triageteam@bexley.cjsm.net

School community easy reference prompt

<u>Concern relating to FGM</u>	School DSL or dep DSL or Police on 101/999 , (Project Azure 020 7161 2888 or on scd5mailbox- azure@met.police.uk.) or Direct referral to social care 0208 303 7777
<u>Concern relating to Prevent</u>	School DSL dep DSL or Counter terrorism helpline/email counter.extremism@education.gsi.gov.uk 020 7340 7264 Police ,on 101/999
<u>Concern relating to Child Sexual Exploitation</u>	School DSL or dep DSL or Police on 101/999, www.ceop.police.uk or Direct referral to social care 0208 303 7777
<u>General safeguarding concern relating to the four areas of abuse:</u>	School DSL or dep DSL Direct referral to social care 0208 303 7777
<u>NSPCC Whistleblowing Helpline number</u>	0800 028 0285

APPENDIX C

THE ROLE OF THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

The role of the LADO is set out in the HM Government guidance Working Together to Safeguard Children (July 2018). Chapter 2 (People in Positions of Trust) outlines the procedures for managing allegations against people who work with children.

The LADO works within Children's Services and should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child
- behaved towards a child or children in a way that indicates that they may pose a risk of harm to children.

The LADO role applies to paid, unpaid, volunteer, casual, agency and self-employed workers. They capture concerns, allegations or offences emanating from outside of work. The LADO is involved from the initial phase of the allegation through to the conclusion of the case.

They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures.

The LADO helps co-ordinate information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible.

In Bexley, the LADO heads the Safeguarding Children Service which offers members of the public and other professionals specialist advice, support and guidance about:

- Child protection (safeguarding) advice
- Issues regarding children looked after by the Council
- Concerns regarding the behaviour of professionals or volunteers who work with children

The Safeguarding Children Service has responsibility for convening and chairing Initial and Review Child Protection Conferences.

The service maintains a list of children subject to a child protection plan: thought to be at risk of significant harm in the borough, and works to ensure that child protection plans are made and implemented on their behalf.

In addition to chairing child protection conferences, the Safeguarding Children Officers chair complex strategy meeting such as

- Where an allegation has been made against a professional or volunteer who works with children
- Children at risk of sexual exploitation
- Looked after children who abscond from their placement

(culled from

http://www.nspcc.org.uk/Inform/cpsu/helpandadvice/organisations/lscbs/lado_wda68916.html and <http://www.bexley.gov.uk/index.aspx?articleid=4686>)

In September 2020 the Bexley LADO is:

Sharon Ackbersingh

LADO and Safer Organisations Advisor

Children's Social Care

Direct Dial: 0203 045 3861

LADO Team: 0203 045 3436

MASH: T: 02030455440

Email: Sharon.Ackbersingh@bexley.gov.uk

E-mail: LADO@bexley.gov.uk

APPENDIX D

MAKING CONTACT WITH OTHER AGENCIES

Where there are urgent child protection concerns, the Bexley Safeguarding Children's Board (BSCB) policy and procedures should be followed ([London Safeguarding Children Board](#)). Situations where there is immediate risk of significant harm to a child or young person should be referred directly by telephone to **0208 303 7777** including out of hours, followed by the referral form which should be sent to childrensocialcare.admin@bexley.gov.uk or childrensocialcare.admin@bexley.gov.uk

If there are no immediate child protection concerns **referrals should be made to the Bexley MASH**

: 020 3045 5440

Business hours (Monday to Friday 9am to 5pm)

Out of hours 020 8303 7777 or 020 8303 7171

(Monday to Friday and weekends 6pm to 8am)

The Multi Agency Safeguarding Hub; MASH) will assess the referral using the 'Continuum of Need' document and may:

- Refer back for further information or suggest alternative responses including signposting to other agencies
- Refer to Family Wellbeing for further assessment (where children or young people's needs can be met by a multi-agency response)
- Refer to Children's Social Care for further assessment (where children or young people may be at risk of, or are, suffering significant harm).

APPENDIX E

GUIDELINES IF A STUDENT GOES MISSING

While pupils are in school, we have a responsibility for duty of care to the pupils and act in loco-parentis by taking steps that are reasonable to ensure safety and well-being.

If a student goes missing in school

- Registers are taken at the beginning of every lesson (in the seniors and in the juniors when a non-class tutor takes the class) using SIMs this will enable staff to identify any pupils who are missing (marked as present in school but not in the lesson)
- Pupils in interventions will have the register taken by the intervention leader
- The class TA will immediately go and look for the pupil
- The behaviour mentor should be contacted to request support in looking for the pupil
- If the pupil is not found within 10 minutes then a member of senior staff should be notified.
- One member of staff must circumnavigate the grounds
- One member of staff must search all rooms inside the building particularly places where pupils are known to hide.
- Members of staff should start to search the local area around the school
- If the student remains missing for 20 minutes, we will assume that they have left the site and work within the guidance below. Parents will be contacted and the Police will be contacted.
- If they are found on site all people searching will be informed.

If a pupil leaves the school site

- Woodside Academy is a secure site and pupils cannot exit the site without climbing high fences. The reception area is secure.
- If a pupil is seen leaving the school site they should be immediately followed and kept in sight
- A message should immediately be passed to a senior member of staff to manage the incident.
- The school office will immediately notify parents and 2 way communications will be maintained until the pupil is safe.
- The police will; be notified if a pupil leaves the school site.
- A risk assessment will be taken by the member of staff following/ looking for the student about whether the pupil is at risk of injury and will physically restrain the pupil if appropriate e.g. the pupil is not independent travel trained and is heading toward a main road or about to climb onto an unsafe area.

If a student goes missing on an educational visit,

- A class risk assessment will be undertaken for all educational visits and logged on the Evolve system, this will have identified potential risks and strategies to minimise the risk. The following procedure is in emergency situations
- Ensure all staff are aware of these procedures.
 - On outings, always take a mobile phone leaving the number of the phone you have taken with the school office along with the list of pupils on the trip
 - Ensure that the school has the numbers of any other phones you have on the visit and make sure these are **ON**.
 - Do not hesitate to alert school when there is a problem.
- Dependent on the age and communication skills of the pupils it may be appropriate for pupils to carry some form of school identification. In the Junior department this should be a high

visibility jacket with Woodside written on it, in the seniors this should be a small laminated card with the school name and telephone number on it or a wristband with the school name and phone number. For pupils who are non-verbal they will need a card that tells someone the school name, their difficulties, where they are from and who to contact in an emergency.

If a pupil is suspected to be missing

- Gather other pupils together
- Allocate staff to search immediate area and alert local security if available.

If a student is missing for more than 20 minutes,

- Contact school to say what has happened and what measures have been taken
- Ensure that there is good two way communication established with a range of phone lines
- Notify the police / security.
- School alert parents and keep communication lines open with them.

If a student continues to stay missing,

- Send other pupils accompanied by staff back to school (if possible), in bus, cabs asking school to send transport, and additional staff to help search.
- School alert London Borough of Bexley Deputy Director for Children and Young Peoples services.
- School alert local police.

After the incident The Head of School should investigate and evaluate the incident in order to learn from the situation and to ensure that the best possible action was taken or to make changes to improve practice.

APPENDIX F

Pupils with Court Order or restrictions on parent contact

Whoever is advised or becomes aware of the existence of a Court Order restricting parental contact should advise the pupil officers. This is also the case where parent/carer makes a specific request whether or not a Court order is in place.

The DSL or Safeguarding Officer will investigate to check that the information/request is legitimate. This will be done by ensuring that the Court Order is viewed or verified by a Social Worker/Police.

The Safeguarding Officer will take appropriate further action;

- a. If request is upheld they need to
 1. put the information in SIMS – User-defined field- Parental Restrictions.
 2. Put the information on the Monday briefing notes
 3. Alert the Reception staff of the situation

- b. If the request is found not to be legitimate
 1. The Safeguarding officer will notify a member of SLT who will advise the Parent/carer that we will not be complying with their request.
 2. The staff member originally giving the information, class tutor and Receptionist will be advised.

Any staff member needing to know what restrictions to parental contact are in place can find this information via SIMS- Reports-Student lists-general student list This produces a list of all pupils in the school.

Appendix G

Services for disabled children, young people and families

Bexley SNAP

Range of support services to disabled children and their families. Includes: out of school clubs, playschemes and youth facilities, Buddy scheme, swimming, football and sports activities, a siblings group, parenting support, counselling, drop-in's, workshops, newsletters and social activities.

Tel: 020 8311 6777 **Website: www.bexleysnap.org.uk**

Little Stars (School for Parents)

A pre-school teaching programme for disabled children and their parents/carers. Based on conductive education to promote physical development and a strong partnership between parents, children and professionals.

Tel: 020 8311 6777

Website: www.bexleysnap.org.uk/for-children-and-families/little-stars.html

Bexley Mencap

Advice & Support for children and adults with learning disabilities. Includes a Family Support Service, Advocacy Service and an Inclusive Play Group for Under 5s.

Tel: 020 8303 6336 **Website: www.bexleymencap.org.uk**

Whizz Kidz

Provide disabled children and young people with vital mobility equipment, opportunities to meet and have fun, and training to help them gain skills and look forward to a bright future.

Tel: 020 7798 6124 **Website: www.whizz-kidz.org.uk**

Bridging the Gap

Support and advice for adults on the autistic spectrum and their carers families and friends. A monthly evening social club open to everyone mentioned. Information drop-in day time and evening once a month.

Tel: 020 8302 2890 **Website: www.btgse.co.uk**

Crossroads Care

Provide a range of support services for children with disabilities including personal care, assistance with mobility, peg feed, cough assisting etc. Support packages are tailored to individual needs and can be offered within the home.

Tel: 01322 336086 **Website: www.crossroadscarebexley.org.uk**

MCCH

Offer short breaks, respite and holiday provision for children and young people with disabilities including autism, Asperger syndrome and other complex needs.

Tel: 01322 341162 **Website: www.mcch.co.uk**

Carers Support & Parents Power

Provide information, support and breaks for families providing a carer role to their child. Also provide a support service 'Parents Power' where the child is the carer for the parent.

Tel: 020 8302 8011 Website: www.carerssupport.org

Bexley Moorings

Provide one-to-one befriending and group support programmes to children and young people, including those with learning difficulties & disabilities and those in a caring role.

Tel: 020 8300 9742 Website: www.bexleymoornings.co.uk

Bexley & Bromley Advocacy

Provide advocacy services for disabled people to ensure they have a say in their lives

Tel: 020 8300 9666 Website: www.bbadvocacy.org

Bexley NAS (National Autistic Society)

Local support for children with autism, their parents and carers

Tel: 020 8302 9232 Website: www.nas.org.uk

Smiley Ark

After school and holiday playscheme, able to support small numbers of disabled children and young people with mild to moderate additional needs

Tel: 07956 263531 Email: kids@smileyark.com

Active Horizons

Run the 'Bridge Project' – an innovative youth project for disabled BME (black minority ethnic) people to play a leading role in the community through activities.

Tel: 020 8310 5481 Website: www.activehorizons.org

Portage

A home teaching service for pre-school children with special needs and their families.

Tel: 020 8320 6617 Website: www.portage.org.uk

Family Fund

Gives individual grants to families with severely disabled child under 17 years to enable them to have choices and opportunity to enjoy ordinary life

Tel: 0845 130 4542 Website: www.familyfund.org.uk

Bexley Deaf Club

Offer support services to deaf children and their families

Tel: 01322 351122 Website: www.bexleydeafclub.or.uk

Inspire

Providing services for disabled people including, equipment demonstrations, advocacy, information, support with direct payments, Transport advice including blue badge, support for young people, disabled parents and carers

Tel: 01322 341638 Website: www.inspirecommunitytrust.org

Bexley Beavers

Based at Splashworld Bexleyheath, offers a weekly swimming session to disabled adults and children and their families.

Tel: 020 8303 5781 Website: www.bexleybeavers.org.uk

BVSC

Offers support to voluntary groups across the borough, and can signpost enquiries to relevant voluntary organisation

Tel: 020 8301 7999 **Website: www.bvsc.co.uk**

Girlguiding

Rainbows, Brownies, Guides and Ranger units from age 5+

Tel: 020 8301 1200 **Website: www.glkguides.org.uk**

Scouts

Beavers, Cubs, Scout units from age 6+

Website : www.glsescouts.org.uk

Howbury Friends

Activities for children and families in the north of the borough – based at the Howbury Centre in Slade Green

Tel: 020 8316 0775 **Email: melaniehudson@btinternet.com**

Dyslexia Association

Advice, information and support for any family member who has dyslexia.

Tel: 020 8316 0775 **Website: www.dyslexiawise.co.uk**

NATIONAL SUPPORT ORGANISATIONS

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline, (POSH): www.saferinternet.org.uk/helpline

Support for Pupils

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk Support for Learning Disabilities
- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk Online Safety
- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentsinfo.org
- Internet Matters: www.internetmater.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org 28

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

APPENDIX H

E-SAFETY GUIDELINES FOR PARENTS /CARERS

Consider some of the points below to ensure that your child is using the fantastic new technologies available to them as safely as possible.

1. Please consider employing the strict "safe search" setting on Google. For more information on this and further guides you could look at www.candp-s.com/familysafety - a website full of useful material and advice on Online Safety.
2. Look into setting Parental Controls on a Windows Vista, Windows 7 or Mac computer to restrict specific web sites and also the time when the computer can be used.
3. Mobile phones offer children an amazing amount of opportunity in what they look at and what they can text, including picture messaging. If your child has a smart phone, then please consider setting safe searches on Google and YouTube on these as well.
4. Please take time to talk to your child about their use of the internet. It will be impossible and perhaps not even desirable to ban everything; indeed they are often much more able than us at using the computer! Education and dialogue are the only realistic ways to protect young people.
5. Please encourage a balanced use of the computer and mobile phones- for example, setting expectations that computers are off at 10pm and phones aren't used at mealtimes or ½ hour before bedtime (and not once in bed!).

***How a parent/carer can ensure that their child's online experience is safe.**

1. **Learn** - Find out more about online threats
2. **Talk** - Discuss what your child should, and should not, do online and print off a copy of the Safe Internet Use Agreement - sign it and put it on the wall.
3. **Have fun** - Enjoy some of the recommended sites by going online together (let your child show you how).
4. **Take action** - Make searching on the internet safer by blocking pornography on Google and YouTube and get a healthy balance by setting time restrictions on your child's computer.
5. **Care** - Make each child's computer use more comfortable – avoid posture problems by getting a laptop riser and separate keyboard and mouse and finally – encourage each child to learn to type.

*(from www.candp-s.com/familysafety)

APPENDIX I

'Checklist' for the signs & symptoms of Female Genital Mutilation (FGM)

Signs and symptoms

Below are some indications that FGM may be planned, these statements in isolation do not prove FGM will happen but they are indicators for further investigation to exclude the risks of FGM:

1. Parents from practising communities state that they or a relative will take the child out of the country for a prolonged period;
2. A child may talk about a long holiday to her country of origin or another country where the practice of FGM is prevalent, including African countries and the Middle East;
3. A child may confide to a professional that she is to have a 'special procedure' or to attend a special occasion;
4. A professional hears reference to FGM in conversation, for example a child may tell other children about it;
5. A child may request help from a teacher or another adult;
6. Any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family;
7. Any female child who has a sister who has already have undergone FGM must be considered to be at risk, as must other female children in the extended family.

Indications that FGM may have already taken place include:

1. A child may spend long periods of time away from the classroom during the day with bladder or menstrual problems;
2. A child may have difficulty walking, sitting or standing;
3. There may be prolonged absences from school;
4. A prolonged absence from school with noticeable behaviour changes on the girl's return could be an indication that a girl has recently undergone FGM;
5. Professionals also need to be vigilant to the emotional and psychological needs of children who may / are suffering the adverse consequence of the practice, e.g. withdrawal, depression etc;
6. child may ask for help or confide in a professional;
7. A child requiring to be excused from physical exercise lessons without the support of her GP.
8. Recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain.

**culled from BSCB FGM Multi-agency Guidance 2011*

***This policy is to be read in conjunction with the Physical Intervention Policy, the Online Safety Policy, the Behaviour Management Policy, the Anti Bullying and Harassment Policy and the safer recruitment policy
A copy of this policy is available on our website***

Confirmation of policy:

School: Woodside Academy

Date of review: September 2020

Executive Headteacher's name: Madelaine Caplin

Headteacher's signature:

Chair of governor's name: Janet Saunders

Chair of governor's signature:



Belmont Woodside Hub Provision

Child protection and safeguarding: COVID-19 addendum

Approved by: Janet Saunders **Date:** 03 04 2020

Last reviewed on: 03 04 2020

Next review due by: 03 05 2020

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Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Madelaine Caplin exechead@bwf.education	07730320087
	Lucy Childs Hosbelmont@bwf.education	07932752440
	Kathryn Freame Hoswoodside@bwf.education	07950965884
Deputy DSL	Catherine Aucott	assessment@bwf.education
	Tanya Knight	mentor@bwf.education
	Kate Law	klaw@bwf.education
	Thomas Lynch	tlynch@bwf.education
	Louise Wood	lwood@bwf.education
	Amy Andrews	aandrews@bwf.education
		01322 432057

ROLE	NAME	CONTACT DETAILS
Designated member of senior leadership team if DSL (and deputy) can't be on site	Madelaine Caplin Lucy Childs Kathryn Freame	See above
Executive Headteacher	M Caplin	See above
Local authority designated officer (LADO)	Rozelle Uter	0203 045 3436 LADO@bexley.gov.uk
Chair of governors	Mrs Janet Saunders	jsaunders@bwf.education 01322 432057

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our 3 local safeguarding partners; Stephen Kitchman Director of Children's Services London Borough of Bexley Michael Boyce Deputy Managing Director & Director of Quality Bexley CCG Jim Foley Detective Superintendent South East Basic Command Unit (BCU) and Bexley SHIELD

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
 - With a child protection plan
 - Assessed as being in need
 - Looked after by the local authority
- Have an education, health and care (EHC) plan

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

Concerns must be reported to the DSL team using:

- Belmont green incident/concern forms for Belmont pupils
- Behaviour Watch or green incident/concern forms for Woodside Pupils

Any urgent concern must be reported immediately to the DSL .

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

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

If our DSL (or deputy) can't be in school, they can be contacted remotely by email or telephone as above.

We will keep all school staff and volunteers informed by the BW Hub Daily Brief as to who will be the DSL (or deputy) on any given day, and how to contact them.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be specified on the BH Hub Daily brief . You can contact them by telephone or email.

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

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

5. Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

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

- Our 3 local safeguarding partners
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

The following guidance is currently in place:

6. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers, by telephone call on first day of absence
- Notify their social worker, where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

7. Peer-on-peer abuse

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

Staff should continue to act on any concerns they have immediately.

8. Concerns about a staff member or volunteer

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

Staff should continue to act on any concerns they have immediately.

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

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

9. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10.1 below.

10. Safeguarding for children not attending school

10.1 Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate

These plans set out:

- How often the school will make contact
- Which staff member(s) will make contact
- How they will make contact

We have agreed these plans with children's social care where relevant, and will review them every 3-4 weeks.

If we are unable to make contact, we will report the matter as a safeguarding concern and contact children's social care or the police as appropriate.

10.2 Safeguarding all children

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

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 11 below).

11. Online safety

11.1 In school

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

ATS are available to offer remote technological support and can be contacted by email: support@ats.co.uk

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff code of conduct and IT acceptable use policies.

Teachers from BWF academies are not currently making direct online contact with children.

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

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

11.3 Working with parents and carers

We will make sure parents and carers:

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

Parents and carers will be encouraged to keep their child safe online via parentmail and the school website.

12. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. Sources of support are available on the school website.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

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

Safety plans have been drawn up for a small group of children who are especially vulnerable or emotionally fragile with regular phone check (2/week)

Some other pupils have been identified to access telephone support from the federation pastoral lead.

13. Staff recruitment, training and induction

13.1 Recruiting new staff and volunteers

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

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

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

13.2 Staff 'on loan' from other schools

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks. At the time of writing, BWF does not have staff 'on loan' from other schools.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

13.3 Safeguarding induction and training

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

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

13.4 Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will use the single central record to log:

- Everyone working or volunteering in our school each day, including staff 'on loan'
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

14. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

15. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, and as a minimum every 3-4 weeks by K Freame [HoS Woodside]. At every review, it will be approved by the full governing board.

16. Links with other policies

This policy links to the following policies and procedures for both Belmont and Woodside Academies:

- Child protection policy Belmont & Woodside
- Staff code of conduct
- IT acceptable use policy Belmont & Woodside
- Health and safety policy Belmont & Woodside
- Online safety policy Belmont & Woodside