Woodlane High School
achieving success in a nurturing environment

Safeguarding and Child Protection Policy

Updated: January 2024

Next Update: January 2025

1. Introduction and Context

1.1 Responsibilities

Woodlane High School recognises its responsibilities for Child Protection and Safeguarding. This policy should be read in conjunction with, and has been written with due consideration to, the following documents:

- Keeping Children Safe in Education, DFE (2023)
- Working Together to Safeguard Children, DFE (2018) (update, 2023)
- Disqualification under the Childcare Act 2006 guidance, DFE (2015), (updated, 2018)
- CHANNEL Duty guidance, HM Government (2020)
- Prevent Duty guidance for England and Wales, HM Government (2015), updated (2021)
- Counter Terrorism and Security Act (updated, 2015)
- Mandatory Reporting of Female Genital Mutilation- procedural information, HM Government, (2015), (updated, 2020)
- Serious Crime Act (2015)
- Sexual violence and sexual harassment between children in schools and colleges (2017) (updated, 2021) – *This document has been withdrawn and information is now included in Keeping Children Safe in Education*
- Woodlane's Staff Code of Conduct
- Woodlane's (Disclosure) Whistleblowing Policy
- Woodlane's Health and Safety Policy
- Woodlane's Positive Behaviour Policy
- Woodlane's Medical, Personal and Intimate Care Needs Policy
- Woodlane's E-Safety Policy

1.2 Children with Special Educational Needs

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. The school recognises that children with special educational needs may be especially vulnerable to abuse and expects staff to take extra care to accurately interpret correctly apparent signs of abuse or neglect. The Headteacher will work with all staff to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with medical, personal and intimate care needs.

1.3 Racial Equality Statement

The school is firmly committed to promoting racial equality. We wish to create a learning community where the diversity, needs and achievements of all are valued. The school believes that all pupils should be able to learn without harassment and will use the school Incident Information Form to record and challenge any racist attitudes.

Although the school respects and values other cultures; female genital mutilation is illegal and any concern in this area must be reported immediately.

1.4 Equal Opportunities

The school works to maintain an ethos that challenges discrimination, aggression, racism, gender bias and lost opportunities.

We work to reassure families and their children that we respect and value all pupils. Staff should use warmth, humour, honesty, rigor and tact to ensure pupils are as safe as possible whilst at school and whilst living with their families or in care.

1.5 Curriculum

The school believes that the curriculum is important in the protection of children. We will aim to ensure that curriculum development meets the following objectives (these are often met through the PSCHE curriculum, although they are addressed on a cross-curricula basis):

- Developing pupil self-esteem.
- Developing communication skills.
- Developing resilience.
- Informing about all aspects of risk.
- Developing strategies for self-protection.
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and peers/children.
- Developing non-abusive behaviour between pupils.
- Developing e-safety awareness.
- Developing an awareness to the risks of 'sexting' etc.

1.6 Principles

Safeguarding arrangements at Woodlane High School are underpinned by the following key principles:

- The safety and welfare of our pupils is paramount.
- All concerns will be taken seriously.
- Safeguarding is everyone's responsibility, this includes, all staff, governors and volunteers.
- Pupil voice is highly valued and used to shape school improvement.
- All staff, governors and volunteers must have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes having knowledge of the process for allegations against professionals.
- Anyone who comes into contact with Woodlane pupils should feel confident that they can report all matters related to safeguarding children and that the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.
- All appropriate vetting checks will be carried out for all adults involved in the delivery of school services. Information will be stored on school's Single Central Record (SCR).

1.7 Policy Aims

- To set out roles and responsibilities of all staff, governors and volunteers.
- To specify and detail types of abuse.
- To raise awareness of the possible signs of abuse.

- To set out school procedures for reporting concerns, including allegations against staff.
- To highlight safer recruitment procedures.
- To clarify specific roles and name the Designated Safeguarding Leads (DSLs).

2. Safeguarding Roles and Responsibilities

2.1 The role of all staff and volunteers

- Take timely action if they have a safeguarding concern.
- Be aware of the guidance set out by the LA.
- Be aware if the guidance and responsibilities set out in the Keeping Children Safe in Education, DFE.
- Attend regular safeguarding training (as required, but at least annually).
- Listen to the views, wishes and feelings of our pupils, ensuring the child's voice is heard.
- Know who the school's Designated Safeguarding Leads are.
- Challenge incidents of prejudice, racism or homophobia and report any incidents to a senior manager.
- Challenge the use of discriminatory and derogatory language and report incidents to a senior manager.
- Have the responsibility to monitor and where necessary guide the practice of volunteers, visitors or contractors working in the school. Any concerns should be immediately reported to a senior manager.
- **Be alert to the signs of abuse, including specific issues in Safeguarding. Raise any concerns with the Designated Safeguarding Leads in a timely manner (concerns should be reported verbally and then logged using CPOMS, our online reporting programme).**
- Be aware of the 'Allegations Against Professionals' Local Authority Designated Officer (LADO) procedures and feel confident in been able to use them including concerns about the setting.
- Be aware that children are capable of abusing their peers and know what procedures to undertake if child on child abuse is suspected.
- Must be aware that some children are at greater risk of harm than others, both online and offline.
- As part of safeguarding and online safety, staff must understand their expectations, roles and responsibilities around filtering and monitoring.
- Be aware of Whistle Blowing procedures and where to get information and support on this.
- Share information and work together to provide children and young people with the help and support they need.
- Support pupils who have been abused in accordance with his/her Child Protection Plan.
- Be aware of Extremism and its signs, alerts the Designated Safeguarding Lead to concerning behaviours, and ideologies considered to be extreme; as well as having an understanding of the British Values Agenda. This will include attendance on Prevent training.
- Are aware of Preventative duties and report any concerns to the Safeguarding Designated Lead, who has responsibilities under Prevent to take action, offer advice and support which may include a referral into Channel using the case pathway process.

- Reporting Female Genital Mutilation (FGM) is a mandatory requirement.

2.2 The role of governors and the Senior Leadership Team

- Take leadership responsibility for the school's safeguarding arrangements.
- Ensure they are up to date with emerging issues in safeguarding and know about strategies by the Local Authority.
- Ensure that we have a nominated link Governor for Child Protection and Safeguarding, who can also provide a link to the Local Authority on matters of Safeguarding in their School and are in liaison with other partners and agencies.
- Ensure that we have two Safeguarding Designated Leads for Child Protection in order to suit the demands of the school, they should be fully equipped to do the job and that they have access to appropriate training that is regularly refreshed (at least every year in some capacity) to help them keep up to date.
- That a Designated Lead is on the premises and available and if not available there is suitable cover in place.
- Ensure that there are procedures in place for handling allegations against staff or Volunteers and any concerns staff, including volunteers have, including concerns about the setting, are brought to the attention of the LADO in every case.
- Ensure that all staff/volunteers are given a mandatory induction which includes knowledge regarding abuse, neglect, specific safeguarding issues and familiarisation with Child Protection responsibilities.
- Ensure that all staff have regular reviews of their own practice to ensure ongoing personal/professional development.
- Ensure that first aid is administered by suitably qualified staff.
- Promote safeguarding in all aspects of school life.
- Refer any concerns under the Prevent duty to the named police contact.
- Ensure mandatory reporting of possible cases of Female Genital Multination (FGM).
- To be aware that since February 2023, it's been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.
- Be responsible for coordinating action and liaising with school staff and support services over child protection issues.
- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children (LAC) and ensure the child's social worker is informed if such children are subject of an exclusion from the school or any other concerns which arise.
- To be aware of new legislation, guidance, policy and procedures in the area of Safeguarding and Child protection.
- To support and advise staff on child protection issues generally, through a combination of formal training, staff meetings, 1:1 guidance/support and email where appropriate.
- To disseminate relevant information between agencies to the appropriate staff e.g. to learning mentors or TAs.
- To maintain accurate and secure child protection records and send on to new schools (where relevant).
- To refer concerns to Children's Social Care when necessary. Ensuring support for pupils is identified early and Early Help referrals are made when appropriate.
- Ensure all staff are aware of the Early Help process and understand their role to take timely action if they have a safeguarding concern.
- Ensure we have in place effective ways to identify emerging problems and potential

emerging needs for individual children and families.

- Ensure that risk assessments are undertaken and shared with staff when required.
- Ensure that important policy such as those for behaviour and bullying, are kept up to date.
- Ensure that an e-Safety Policy equipped to deal with online bullying and internet/social media Child Protection concerns is in place.
- Ensure that the DSLs takes responsibility for understanding the filtering and monitoring systems and processes in place.
- Ensure that all staff understand their expectations, roles and responsibilities around filtering and monitoring.
- Understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required.
- Understand that CME is different from 'children absent from education'.
- Understand that children being absent from education for prolonged periods and/or on repeat can act as a warning sign to a range of safeguarding issues.
- Understand that if the parent/carer of a child with an education, health and care (EHC) plan has expressed their intention to educate their child at home, local authorities will need to review the plan and work closely with parents/carers. LAs must be notified.
- Notify the Children's Social Care department if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- Ensure the Local Authority are informed of any child who fails to attend school regularly or has been absent, without the school's permission, for a continuous period of 10 days.
- Ensure that staff are aware that a child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation.
- Notify the Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered.
- Use the Local Authority case referral pathway on reporting concerns about extremism or views considered to be extreme which may include a referral to PREVENT/ CHANNEL and/or social care.
- Ensure that all staff are made aware of the Confidential Reporting Code (Whistleblowing).
- That all Child Protection records are kept up to date, are secure and reviewed annually.
- Make sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the school's website.

3. Types of Abuse

As defined in the Keeping Children Safe in Education document. 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.

3.1 Abuse: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

3.2 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.

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

3.4 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.

3.5 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.

4. Signs of Abuse

4.1 Physical Abuse

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e g, cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:
- Unexplained bruising, marks or injuries on any part of the body.
- Multiple bruises-in clusters, often on the upper arm/outside of the thigh.
- Cigarette burns.

- Human bite marks.
- Broken bones.
- Scalds, with upward splash marks.
- Multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:
- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Flinching when approached or touched.
- Reluctance to get changed, for example in hot weather.
- Depression.
- Withdrawn behaviour.
- Running away from home.

4.2 Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:
- Neurotic behaviour e.g. sulking, hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.
- Sudden speech disorders.
- Self-harm.
- Fear of parent being approached regarding their behaviour.
- Developmental delay in terms of emotional progress.

4.3 Sexual Abuse

All staff and volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:
- Pain or itching in the genital area.
- Bruising or bleeding near genital area.
- Sexually transmitted disease.
- Vaginal discharge or infection.
- Stomach pains.
- Discomfort when walking or sitting down.
- Pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people.
- Having nightmares.
- Running away from home.
- Sexual knowledge which is beyond their age, or developmental level.
- Sexual drawings or language.
- Bedwetting.
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they cannot tell anyone about.
- Substance or drug abuse.
- Suddenly having unexplained sources of money.
- Not being allowed to have friends (particularly in adolescence).
- Acting in a sexually explicit way towards adults.
- Regularly missing school.
- Appear with unexplained gifts or new possessions.

4.4 Neglect

It can be difficult to recognise neglect, however its effects can be long term and damaging for children.

The physical signs of neglect may include:
- Being constantly dirty or having body odour.
- Constant hunger, sometimes stealing food from other children.
- Losing weight, or being constantly underweight.
- Inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:
- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments.

5. Specific Safeguarding Issues

The Keeping Children Safe in Education, DFE document also provides links to other government websites (see Appendix 1).

5.1 Child on Child Abuse

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

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

- Initiation/hazing type violence and rituals

Staff should ensure that child on child safeguarding concerns are reported to a safeguarding lead in a timely manner, following the reporting procedures below.

Matters of child on child abuse will be investigated by the senior management team and appropriate action will be taken, which may include, but is not exclusive to:

- A referral to social services
- Reporting to the police (where a crime has been committed)
- Parental involvement
- Counselling or therapy
- Friendship group sessions
- Mentors
- Guest speakers
- PSHCE curriculum focus
- Risk assessments
- Multi-agency responses
- Additional supervision
- Referral to other agencies or services
- Support/education off site
- Appropriate sanctions for the perpetrator etc.

5.2 Contextual Safeguarding

Local authority children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools and colleges provide as much information as possible as part of the referral process. Staff should inform a Designated Safeguarding Lead of all relevant information. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

5.3 Filtering and monitoring

The senior leaders have reviewed the DfE's filtering and monitoring standards to ensure our approach to filtering and monitoring school devices and the school network is robust. Our approach is as follows:

- A member of the senior leadership team (Tim Heapy) and the DSLs (Claire Maynard and Rob Morgan) have been assigned to be responsible that these standards are met, including:

  - procuring filtering and monitoring systems
  - documenting decisions on what is blocked or allowed and why
  - reviewing the effectiveness of our provision
  - overseeing reports
  - understanding the risk profile of our pupils, including their age range, pupils with special educational needs and disability (SEND), pupils with English as an additional language (EAL)
  - understanding what our filtering system currently blocks or allows and why
  - understanding any outside safeguarding influences, such as county lines
  - awareness of any relevant safeguarding reports
  - understanding the digital resilience of our pupils

- ensuring teaching requirements, for example, our Computing and PSCHE curriculum
- the specific use of our chosen technologies
- understanding what related safeguarding or technology policies you have in place e.g. e-safety policy
- understand what checks are currently taking place and how resulting actions are handled

- The roles and responsibilities of staff and third parties are to:

  - understand their role
  - be appropriately trained
  - follow policies, processes and procedures
  - act on reports and concerns
  - report concerns to the DSLs

- The IT service (LGfL/Turn it On) provider has technical responsibility for:

  - maintaining filtering and monitoring systems
  - providing filtering and monitoring reports
  - completing actions following concerns or checks to systems

- The IT service (LGfL/Turn it On) provider works with the senior leadership team and DSLs to:

  - procure systems
  - identify risk
  - carry out reviews
  - carry out checks

- The senior leaders and DSLs ensure that the filtering system blocks harmful and inappropriate content without unreasonably impacting teaching and learning:

  - We act on feedback from teachers quickly and remove unnecessary blocks where appropriate
  - Our filtering provider (LGfL) ensures, they are:
    ➢ a member of Internet Watch Foundation (IWF)
    ➢ signed up to Counter-Terrorism Internet Referral Unit list (CTIRU)
    ➢ blocking access to illegal content including child sexual abuse material (CSAM)

- We have effective monitoring strategies, which safeguard the needs of the school, these include:

  - The senior leaders and DSLs regularly access LGfL filtering and monitoring reviews via LGfL WebScreen and SchoolProtect. The following is recorded in the review:
    ➢ when the checks took place
    ➢ who did the check
    ➢ what they tested or checked
    ➢ where required action is taken
  - We use the LGfL's testing tool to check that our filtering system is blocking access to:
    ➢ illegal child sexual abuse material

> - unlawful terrorist content
> - adult content
- physical monitoring, by staff watching screens of users
- network monitoring using log files of internet traffic and web access
- individual device monitoring through software or third-party services e.g. Meraki

- Our Computing Leader:

  - makes requests to LGfL for additional sites to be blocked or unblocked as relevant, following requests from staff and upon review by senior leaders.
  - oversees the management of Meraki to ensure all school mobile devices (e.g. iPads) are compliant with filtering and monitoring standards.
  - manages Google Admin account, including requests for YouTube videos to be unblocked and Google Classroom which can be accessed remotely by pupils.
  - maintains the e-safety policy and provides regular training to staff, pupils and parents.

- All staff ensure they:
  - make sure monitoring systems are working as expected
  - provide reporting on pupil device activity
  - receive safeguarding training including online safety
  - record and report safeguarding concerns to the DSL

- [Please refer to the LGfL Appropriate Filtering for Education settings document here.](#)

6. Reporting Concerns or Disclosures

6.1 School Procedures

1. Respond appropriately to disclosures from children and young people or adults, or observed concerns (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgmental and keep records).
2. Report and discuss your concerns with a Designated Safeguarding Lead (Claire Maynard or Rob Morgan), in a timely manner.
3. Record your concerns in CPOMS, our online reporting programme, providing all relevant information, as detailed.
4. The Designated Safeguarding Lead will collate information provided and view it in conjunction with any other information held on the child. Sharing a concern may not automatically trigger the referral process. However, the information may form an important part of the school's monitoring systems, alerting the safeguarding leads to a wider concern.

6.2 If the referral process is triggered:

1. Immediate concerns will be reported to the relevant LA Children's Social Care. Please note, if the allegation is against a member of staff, the disclosure will be reported to the LADO (within 24 hours), on 020 8753 5125 or LADO@lbhf.gov.uk (see section 7/8).
2. A referral to Early Help or Children's Social Care will be made and relevant information shared.
3. A referral may be made to another agency (e.g. the police).
4. Any follow up action will be undertaken by social services and the school.

6.3 The referrer will need to:

- Be available to attend a strategy meeting if required.
- Be available to attend a child protection conference or send a written report.
- In the event of concerns being noted outside social services office hours contact social services emergency duty team of the Police child protection team.
- If there are concerns about the management of a particular referral or clarification is needed on procedures, please seek the advice of Megan Brown, Safer Organisations (incorporates LADO) and Safeguarding in Education Manager on 020 8753 5125 or LADO@lbhf.gov.uk.

The above procedures must be followed by all staff in the education department, including cases where an allegation is made against a member of staff. Staff must maintain an attitude of '*it could happen here*'. Safeguarding and promoting the welfare of children is everyone's responsibility (see section 7/8).

Please note, if, at any point, there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately. Anybody can make a referral.

6.4 Further scrutiny

- Once a term, a child protection group made up of the Designated Safeguarding Leads, teacher and TA representatives will meet to discuss active cases. The group will explore the support currently in place and consider additional or alternative support to suit the needs of the pupil. The group is also used to assess staff understand of policies and practices.
- The group will feed back to staff in whole school or teacher/TA meetings.

7. Reporting Concerns or Disclosures Against Staff

7.1 Allegations that may meet the harms threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or

- Possibly committed a criminal offence against or related to a child, and/or

- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or

- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the headteacher/deputy, or the chair of governors (where the headteacher is the subject of the allegation). The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

7.2 Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned.

- Providing an assistant to be present when the individual has contact with children.

- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted.

- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority.

If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

7.3 Definitions for outcomes of allegation 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, or to cause harm to the subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded**: to reflect cases where there is no evidence or proper basis which supports the allegation being made

7.4 Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below.

- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services (the case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police).

- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.

- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate.

- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care.

- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details.

- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.

- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate.

- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. The member of staff will be able to gain support and guidance from their union representative, alternatively they will be able to gain support from a colleague if this is their preference. The member of staff will have access to the Employee Assistance Programme for welfare counselling.

- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are

ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.

- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member).

- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

- If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

- Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

7.5 Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures:

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome.

- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation.

- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required.

- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are considered (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary).

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

7.6 Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week.

- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days.

- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days.

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

7.7 Specific actions

Action following a criminal investigation or prosecution
The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, considering information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated
If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension
If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate.

- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it.

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate

- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it.

Confidentiality and information sharing

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

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared.

- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality.

- What, if any, information can be reasonably given to the wider community to reduce speculation.

- How to manage press interest if, and when, it arises.

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel/CPOMS file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel/CPOMS file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation

- Details of how the allegation was followed up and resolved

- Notes of any action taken, decisions reached and the outcome

- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious.

- Include substantiated allegations, provided that the information is factual and does not include opinions.

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff.

- The duration of the suspension.

- Whether or not the suspension was justified.

- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual.

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

8. Reporting Concerns or Disclosures Against Staff

8.1 Concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 7 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

8.2 Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**

- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children

- Having favourites

- Taking photographs of children on their mobile phone

- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door (outside of appropriate/planned activity)

- Using inappropriate sexualised, intimidating or offensive language

8.3 Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately. This includes matter that could arise outside of work.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.

- Empowering staff to share any low-level concerns as per section 8. of this policy.

- Empowering staff to self-refer.

- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage.

- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised.

- Helping to identify any weakness in the school's safeguarding system.

8.4 Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously.
- To the individual involved and any witnesses.

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's staff code of conduct.

8.5 Record keeping

All low-level concerns will be recorded on CPOMS. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR.
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 7 of this policy, we will refer it to the designated officer at the local authority.
- Retained at least until the individual leaves employment at the school.

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

8.6 References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

9. School Closure (e.g. pandemics)

9.1 Safeguarding priority:

During the Covid-19 pandemic the safeguarding of all children at our school – whether they

are currently at home or in attendance – continues to be our priority. The following fundamental safeguarding principles remain the same:

- the best interests of children continue to come first
- if anyone in our school has a safeguarding concern, they will act immediately
- a designated safeguarding lead (DSL) or deputy DSL will always be available
- no unsuitable people will be allowed to gain access to children
- children should continue to be protected when they are online.

This remains accurate for any type of school closure.

9.2 Additional safeguarding measures (during closures e.g. during pandemics)

The follow is subject to variation, given specific circumstances.

- The school answerphone message should indicate that the school is closed, stating that senior managers can be contacted on admin@woodlane.lbhf.sch.uk. Remote access to answerphone is set up to retrieve messages. The SBM will check messages.
- Details regarding access to the foodbank will be sent via the school website, inviting parents in need of support to contact the foodbank directly or contact us for support.
- If provided by the government, parents/carers of pupils in receipt of free school meals will be emailed/sent supermarket vouchers via the school accessing the government voucher system.
- Tutors will call parents/pupils in their tutor group once weekly on a Wednesday. Tutors will record brief notes and send to the DSL and deputy DSL on the same day. The DSL and deputy DSL will follow up where required. Staff must ensure they call on a withheld number, leave a message and call back if necessary. Over term breaks, tutors will call parents and pupils on agreed dates to 'check-in' with families. Tutors will report to the DSL a feedback summary.
- Parents/carers are kept up to date, through telephone calls, letters, newsfeeds, website posts and texts to ensure they know what to expect. The school will write to parents and provide details of school opening or further school closure.

9.3 Support for pupils on a Child Protection/Child in Need/Early Help Plan

The follow is subject to variation, given specific circumstances.

- Social workers will be informed of closure.
- Twice weekly calls (Monday and Thursday) by DSL and deputy DSL will be made, who must speak with the pupil directly. The DSL and deputy DSL must ensure they call on a withheld number. Brief notes should be made.
- Reminders given regarding the foodbank if required and supermarket vouchers provided for free school meals.
- Liaise with social workers as required based on feedback. If an emergency report to duty social worker/Front door service as per usual practice.
- DSL/deputy DSL to attend planned review meetings, unless otherwise directed, video conferencing used if required.
- Continue to use the school CP reporting system, CPOMS.

9.4 Vulnerable children

Vulnerable children include those who have a social worker and those children and young

people up to the age of 25 with education or health care (EHC) plans.

Those who have a social worker include children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

During times of closure, those with an EHC plan will be risk-assessed in consultation with the local authority and parents to decide whether they can be offered a school place in order to meet their needs, prioritising those pupils deemed in greatest need. There will be times when it is safer for them to be cared for at home, e.g. if they are in the high-risk category for Covid-19 etc. Many children and young people with EHC plans can safely remain at home.

Additional provision for those most vulnerable may be arranged, including if necessary, carers, therapists or clinicians visiting the home to provide any essential services.

Senior leaders in our school, especially the DSL (and deputy) know who our most vulnerable children are, and they have the flexibility to offer a place to those they deem at risk.

We will continue to work with children's social workers and the local authority virtual school heads (VSH) for looked-after and previously looked-after children.

9.5 Increased vulnerability or risk

Negative experiences and distressing life events, such as the current circumstances surrounding Covid-19, can affect the mental health of pupils and their parents. Staff will be aware of this in setting expectations of pupils' work where they are at home. Where we are providing for children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for them.

Our staff will be aware of the mental health of children and their parents and carers and will contact the DSL or a deputy if they have any concerns.

9.6 Attendance

Where a child is expected but does not arrive at school, we will follow our attendance procedure and attempt to contact the family. If contact cannot be made, the DSL or a deputy DSL will be informed.

The DSL or a deputy will attempt to contact the parents through various methods, such as telephone, via social worker or by contacting a relative in the first instance. If contact cannot be made or if the DSL or a deputy DSL deems it necessary, we will undertake a home visit or ask an appropriate agency to do so. A risk assessment will be carried out before any such visit is made to ensure staff are not put at risk.

During a period of school closure, where a vulnerable child (who is known to social services) does not take up their place at school, we will notify their social worker.

9.7 Reporting concerns about children or staff

The importance of all staff and volunteers acting immediately on any safeguarding concerns remains. Staff and volunteers will continue to follow our Safeguarding and Child

Protection procedures and advise the DSL of any concerns they have about any child, including those who are not attending school.

9.8 Safeguarding partners' advice

We will continue to work closely with our three safeguarding partners, and we will ensure this annex is consistent with their advice. This will include expectations for supporting children with education, health and care (EHC) plans, the local authority designated officers and children's social care, reporting mechanisms, referral thresholds and children in need etc.

9.9 Roles and responsibilities

The roles and responsibilities for safeguarding in our school remain in line with our Safeguarding and Child Protection Policy.

Our DSL or deputy DSL will be available on site during the pupil day. Outside of these hours they are available via email, phone or video call.

In exceptional circumstances, where our DSL or a deputy DSL cannot be on site, we will also ensure a senior leader from the school takes responsibility for co-ordinating safeguarding on site.

10. Home-Learning

Engaging pupils in meaningful activity during extended school closures is considered a positive safeguarding measure.

10.1 Home-Learning will take place formally when/if the following has occurred:

- A pupil has a medical need that requires them to stay home from school for a period of more than 3 days.
- A pupil has medical needs that mean they cannot attend school for the whole school day.
- A pupil is well enough to learn, but they are advised to remain off of school due to other factors, e.g. self-isolating due to contact with a confirmed Covid-19 case.

Home-learning is a partnership between the parent, pupil and school. Each person has a responsibility towards the success of this partnership to ensure that the education of the pupil is supported whilst the pupil is unable to attend school.

The following notes outline the expectations with regard to staff visiting the home of an individual pupil, where for medical reasons it is considered impracticable for them to attend school. Staff may not visit the home if a person has symptoms or is isolating due to Covid-19.

10.2   During a period of Home-Learning, Woodlane High School will:

- Provide learning opportunities consistent with the school's curriculum.
- Provide a timetable to enable some school routine to continue.
- Share this material through a secure platform which pupils can access and complete independently or with a small degree of support.

- Provide opportunities for pupils to continue 'attending' lessons remotely where this is suitable for the ability of the pupil.
- Provide multiple ways for pupils to complete their classwork.
- Set, mark and monitor homework as appropriate for the individual.
- Remain in regular contact with parents so changes to Home-Learning can be communicated effectively.
- Provide clear guidelines around any home-visits that may take place.
- Involve parents in conversations regarding their child's progress and highlight any concerns or problems that affect their child's work or behaviour.
- Ensure pupils continue to feel an active member of the school community, including informing families about special events.
- Meet statutory guidelines regarding annual reviews and transitions. Parents should ensure they continue to attend these important events to support their child's progress.

10.3 What type of learning can parent and pupils expect?

A combination of some or all of the following:
- Personalised support to set up an individual plan.
- Google Classroom set classwork/homework tasks.
- Home visit by HLTA/teacher (in exceptional circumstances).
- Phone calls and/or Teams Meetings with staff.
- Access to live learning sessions.

10.4 What should you do when staff visit your home?

Home-learning is not the same as home tuition. Staff from Woodlane High School will only attend the home to facilitate learning, ensure the planned activities are working and help with technical support, e.g. Google Classroom. These visits will be timetabled for specific pupils, where appropriate and where Covid-19 restrictions allow this.

Parents must ensure the child is able to access the learning opportunities provided by:
- Being ready and on time.
- Ensuring everyone in the household is suitably dressed and your child has appropriate equipment.
- **Ensuring you are present throughout the visit.**
- Ensuring the working space your child is expecting to use is in an open area of the house and well ventilated.
- Letting the school know in advance about any concerns or problems that might affect our child's work or behaviour.
- Support the service policies and guidelines for behaviour.

Pupils are expected to:
- Follow the agreed expectations.
- Attend regularly and be punctual to lessons.
- Work to the best of my ability and make the most of opportunities offered.
- Treat everyone, teaching and support staff and the environment with respect.

- Help to create a positive, supportive atmosphere where achievement is recognised and encouraged.
- Be kind and co-operative whilst completing my expected work.

Prior to entering a pupil's home, school staff need to do the following:
- Carry out a risk assessment with the Lead Practitioner.
- Attend all new (the first visit) home visits with two staff members.
- Tell the school when they arrive and leave the pupil's home.
- If taking their own car, provide their line manager with their registration number.
- To create a 'code word' to use in difficult situations without arousing suspicion.
- Note the lock and door handle when arriving on the premises.
- Make sure parents/carers do not leave the premises whilst you are there.
- Make sure you are seated in an open room with no door i.e. kitchen, living room.
- Never enter a pupil's bedroom.
- Report all safeguarding issues as soon as possible.
- Report to a SLT if you felt unsafe in the home.

Covid 19 requirements (as per current guidance):
- Staff to wear PPE in the home, including a face mask and gloves.
- Staff to open any available windows whilst in the home on arrival.
- Staff to wash hands on arrival and have access to hand sanitizer when leaving.

11. Safer Recruitment

When appointing staff, Governors will take account of the guidance issued by the Local Authority's Human Resources Section and will observe the following safeguards:

- That documentation sent out to potential candidates will make it clear that child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed.
- Inform shortlisted candidates that we will conduct an online search as part of due diligence checks in the recruitment process.
- That all references will be taken up before interview for shortlisted candidates and verified by telephoning or emailing referees.
- That a reference will always be obtained from the last employer.
- That at interview candidates will be asked to account for any gaps in their career/employment history.
- That candidates will be asked to provide photo identification at interview.
- That candidates will be made aware that all staff are subject to a full DBS (Disclosure and Barring Service) check.
- That checks are made to confirm that candidates have the right to stay and work in the UK.
- That evidence of relevant checks will be recorded and stored in a single, central record, easily accessible when appropriate and necessary.

- That we have at least one member of the recruitment team has undertaken safer recruitment training on the recruitment panel.
- That all governors hold an enhanced DBS check.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

The school does not currently use volunteers. However, if we did we will follow the checking and risk assessment process set out in paragraphs 167 to 172 of Keeping Children Safe in Education 2019. Under no circumstances will a volunteer who has not been checked be left unsupervised.

It is essential from a safeguarding perspective that we are aware, on any given day, which staff are on our school site and that the appropriate checks have been carried out on those individuals. We will continue to maintain our single central record (SCR) during these measures to ensure we have this awareness.

All visitors to school will sign in using the school's Inventory sign-in system, to ensure a live record of pupils/staff/visitors is always available.

The Designated Safeguarding Leads are: Claire Maynard (Headteacher) and Rob Morgan (Deputy Head), the Deputy DSL is Tim Heapy (Deputy Head)

The Designated Lead for LAC (Looked after children): Rob Morgan

The Designated Lead for Anti-Bullying: Rob Morgan

The Designated Link Governor for Child Protection and Safeguarding is: Ann Bruce and Veronique Duporte

Appendix 1

Additional advice and support

There is a wealth of information available to support schools and colleges. The following list is not exhaustive but should provide a useful starting point:

Abuse

Supporting practice in tackling child sexual abuse - CSA Centre Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.

What to do if you're worried a child is being abused – DfE advice

Domestic abuse: Various Information/Guidance - Home Office (HO)

Faith based abuse: National Action Plan - DfE advice

Disrespect NoBody campaign - GOV.UK - Home Office website

Tackling Child Sexual Abuse Strategy – Home Office policy paper

Together we can stop child sexual abuse – HM Government campaign

Bullying

Preventing bullying including cyberbullying - DfE advice

Children missing from education, home or care

Children missing education - DfE statutory guidance Child

missing from home or care - DfE statutory guidance

Children and adults missing strategy - Home Office strategy

Children with family members in prison

National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

Trafficking: safeguarding children - DfE and Home Office guidance

Care of unaccompanied and trafficked children – DfE statutory guidance
Modern slavery: how to identify and support victims – HO statutory guidance

Child exploitation disruption toolkit - HO statutory guidance

County Lines Toolkit For Professionals - The Children's Society in partnership with Victim Support and National Police Chiefs' Council

Confidentiality

Gillick competency Fraser guidelines - Guidelines to help with balancing children's rights along with safeguarding responsibilities.

Drugs

[Drug strategy 2021](#) - Home Office strategy

[Information and advice on drugs](#) - Talk to Frank website

[Drug and Alcohol education — teacher guidance & evidence review](#) – PSHE Association

(so called) "Honour Based Abuse" including FGM and forced marriage

[Female genital mutilation: information and resources-](#) Home Office guidance

[Female genital mutilation: multi agency statutory guidance](#) - DfE, Department for Health, and Home Office

[Forced marriage](#) - Forced Marriage Unit (FMU) resources

[Forced marriage](#) - Government multi-agency practice guidelines and multi-agency statutory guidance

[FGM resource pack](#) – HM Government guidance

Health and Well-being

[Rise Above: Free PSHE resources on health, wellbeing and resilience](#) - Public Health England

[Supporting pupils at schools with medical conditions](#) - DfE statutory guidance

[Mental health and behaviour in schools](#) - DfE advice

[Overview - Fabricated or induced illness](#) - NHS advice

Homelessness

[Homelessness code of guidance for local authorities](#) – Department for Levelling Up, Housing and Communities guidance

Information Sharing

[Government information sharing advice](#) - Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.

[Information Commissioner's Office: Data sharing information hub](#) - Information to help schools and colleges comply with UK data protection legislation including UK GDPR.

Online safety-advice

[Childnet](#) provide guidance for schools on cyberbullying

[Educateagainsthate](#) provides practical advice and support on protecting children from extremism and radicalisation

[London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements

[NSPCC E-safety for schools](#) provides advice, templates, and tools on all aspects of a school or college's online safety arrangements

[Safer recruitment consortium](#) "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective

[Searching screening and confiscation](#) is departmental advice for schools on searching children and confiscating items such as mobile phones

[South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements

[Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq

[Online Safety Audit Tool](#) from UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring

[Online safety guidance if you own or manage an online platform](#) DCMS advice

[A business guide for protecting children on your online platform](#) DCMS advice

[UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help keep children safe online

[Cyber security standards for schools and colleges](#)

Online safety- Remote education, virtual lessons and live streaming

[Guidance Get help with remote education](#) resources and support for teachers and school leaders on educating pupils and students

[Departmental guidance on safeguarding and remote education](#) including planning remote education strategies and teaching remotely

[London Grid for Learning](#) guidance, including platform specific advice

[National cyber security centre](#) guidance on choosing, configuring and deploying video conferencing

[UK Safer Internet Centre](#) guidance on safe remote learning

Online Safety- Support for children

[Childline](#) for free and confidential advice

[UK Safer Internet Centre](#) to report and remove harmful online content

[CEOP](#) for advice on making a report about online abuse

Online safety- Parental support

[Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support

[Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents

[Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying

[Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world

[How Can I Help My Child?](#) Marie Collins Foundation – Sexual Abuse Online

[Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation

[London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online

[Stopitnow](#) resource from [The Lucy Faithfull Foundation](#) can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)

[National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online

[Parentzone](#) provides help for parents and carers on how to keep their children safe online

[Talking to your child about online sexual harassment: A guide for parents](#) – This is the Children's Commissioner's parental guide on talking to their children about online sexual harassment

[#Ask the awkward](#) – Child Exploitation and Online Protection Centre guidance to parents to talk to their children about online relationships

Private fostering

[Private fostering: local authorities](#) - DfE statutory guidance

Radicalisation

[Prevent duty guidance](#)- Home Office guidance

[Prevent duty: additional advice for schools and childcare providers](#) - DfE advice

[Educate Against Hate website](#) - DfE and Home Office advice

[Prevent for FE and Training](#) - Education and Training Foundation (ETF)

[Extremism and Radicalisation Safeguarding Resources](#) – Resources by London Grid for Learning

Serious Violence

[Serious violence strategy](#) - Home Office Strategy

[Factors linked to serious violence and how these factors can be used to identify individuals for intervention](#) – Home Office

[Youth Endowment Fund](#) – Home Office

[Gangs and youth violence: for schools and colleges](#) - Home Office advice

[Tackling violence against women and girls strategy](#)- Home Office strategy

[Violence against women and girls: national statement of expectations for victims](#) - Home Office guidance

Sexual violence and sexual harassment

Specialist Organisations

[Barnardo's](#) - UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.

[Lucy Faithful Foundation](#) - UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.

[Marie Collins Foundation](#) – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.

[NSPCC](#) - Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.

[Rape Crisis](#) - National charity and the umbrella body for their network of independent member Rape Crisis Centres.

[UK Safer Internet Centre](#) - Provides advice and support to children, young people, parents, carers and schools about staying safe online.

Harmful sexual behaviour

[Rape Crisis (England & Wales)](#) or [The Survivors Trust](#) for information, advice, and details of local specialist sexual violence organisations.

[NICE guidance](#) contains information on, amongst other things: developing interventions; working with families and carers; and multi-agency working.

[HSB toolkit](#) The Lucy Faithfull Foundation - designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families.

[NSPCC Learning: Protecting children from harmful sexual behaviour](#) and [NSPCC - Harmful sexual behaviour framework-](#) free and independent advice about HSB.

[Contextual Safeguarding Network – Beyond Referrals (Schools)](#) provides a school self-assessment toolkit and guidance for addressing HSB in schools.

[Preventing harmful sexual behaviour in children - Stop It Now](#) provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

Support for Victims

[Anti-Bullying Alliance](#) - Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.

[Rape Crisis](#) - Provide and signpost to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.

[The Survivors Trust](#)- UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.

[Victim Support](#) - Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.

[Childline](#) provides free and confidential advice for children and young people.

Toolkits

[ask AVA](#) - The Ask AVA prevention platform has been created to support education practitioners across the UK to develop and deliver a comprehensive programme to stop Violence Against Women and Girls.

[NSPCC](#) - Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.

[NSPCC](#) - Resources which help adults respond to children disclosing abuse.

NSPCC also provides free and independent advice about HSB: NSPCC - Harmful sexual behaviour framework

Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire - Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse.

Contextual Safeguarding Network – self-assessment toolkit for schools to assess their own response to HSB.

Childnet - STAR SEND Toolkit equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities.

Childnet - Just a joke? provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.

Childnet - Step Up, Speak Up a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.

NSPCC - Harmful sexual behaviour framework an evidence-informed framework for children and young people displaying HSB.

Contextual Safeguarding Network – Beyond Referrals - Schools leavers for addressing HSB in schools.

Farrer & Co: Addressing child on child abuse: a resource for schools and colleges. This resource provides practical guidance for schools and colleges on how to prevent, identify early and respond appropriately to child-on-child abuse.

Sharing nudes and semi-nudes

London Grid for Learning-collection of advice - Various information and resources dealing with the sharing of nudes and semi-nudes.

UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people - Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.

Support for parents/carers

NCA CEOP Thinkuknow: Advice/resources on how to deal with concerns about what children may be doing online including advice on how to help challenge harmful sexual attitudes and start a conversation to support positive sexual behaviour.