

Child Protection Policy

DESIGNATED SAFEGUARDING LEAD:	Hannah Tuna
DEPUTY DESIGNATED SAFEGUARDING LEAD:	Seddeer Amran
DESIGNATED SAFEGUARDING GOVERNOR:	Karen Lay

Amended: September 2020

Approved by Governors: September 2020

Review date: September 2021

Reviewing Panel: Standards, staffing and curriculum (SSC)

1. PURPOSE

Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

(Keeping Children Safe in Education – DfE, September 2020)

2. INTRODUCTION

This Child Protection policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:

- Keeping Children Safe in Education (DfE, 2020)
- the school Behaviour policy;
- the school Staff Code of Conduct;
- the Child Protection Policy;
- the safeguarding response to children missing from education
- the role of the designated safeguarding lead (Annex B of KCSIE)

2.1 Safeguarding is defined as –

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

2.2 Woodlands School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount" (the Children Act 1989).

2.3 Section 175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

2.4 There are three main elements to our Child Protection policy:

- **Prevention** through the creation of a positive school atmosphere and the teaching, and pastoral support offered to pupils.
- **Protection** by following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- **Support** to pupils who may have been abused.

2.5 This policy applies to all pupils, staff, parents, governors, volunteers, pupils and visitors to our school.

2.6 This school recognises it is an agent of referral and not of investigation.

2.7 All stakeholders may make a referral to the Children's Family Hub on 0345 6037627 although the preferred method is through the Designated Safeguarding Lead Mrs Tuna.

Our school works in accordance with the following legislation and guidance:

SET Procedures (ESCB, 2020)

Keeping Children Safe in Education (DfE, 2020)

Sexual violence and sexual harassment between children in schools and colleges (DfE, 2017)

Working Together (HMG, 2018)

Education Act 2002

Effective Support for Children and Families in Essex (ESCB, 2017)

Counter-Terrorism and Security Act (HMG, 2015)

Serious Crime Act 2015 (Home Office, 2015) – Children and Social Work Act 2017

Children Missing Education – Statutory guidance for local authority (DfE 2010)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

Information sharing advice for safeguarding practitioners (HMG, 2015)

Data Protection Act 2018

What to do if you're worried a child is being abused (HMG, 2018)

Searching, screening and confiscation (DfE, 2018)

Children Act 1989

Children Act 2004

Preventing and Tackling Bullying (DfE, 2017),

Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)

Sexual violence and sexual harassment between children in schools and colleges (DfE, 2018)

Promoting positive emotional well-being and reducing the risk of suicide (ESCB, 2018)

Keeping pupils and staff safe – management of behaviour in schools, including use of physical contact and restrictive / non-restrictive physical intervention to address difficult and harmful behaviour (ESCB, 2018)

Education Access Team/Home Education Policy & practice (ECC 201)

3. SCHOOL POLICY

We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse.

Our school therefore aims to:

- Establish and maintain an environment where pupils feel safe and secure, are encouraged to talk and are listened to.
- Ensure that pupils know that there are adults within the school who they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities for PSHRE which equip pupils with the skills they need to stay safe from abuse and to develop healthy and safe relationships.
- Include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Make parents/carers aware of the school policies and practice for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents and colleagues from partner agencies.

- Reduce the potential risks pupils' face of being exposed to violence, extremism, exploitation, or victimisation.

4. FRAMEWORK

- 4.1 Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Essex Safeguarding Children Board (ESCB 2017).
- 4.2 In Essex, all professionals must work in accordance with the SET Procedures (ESCB, 2020).
- 4.3 Our school also works in accordance with Effective Support for Children and Families in Essex (ESCB, 2017) Keeping Children Safe in Education (DfE, 2020) 'Working Together' (DfE, 2015) (HM Government March 2015).
- 4.4 As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.
- 4.5 As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

5. ROLES AND RESPONSIBILITIES

- 5.1 All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school carrying out these responsibilities for the current year are listed on the cover sheet of this document.
- 5.2 It is the role of the Designated Safeguarding Lead to ensure that all child protection procedures are followed within the school, and to make appropriate, timely referrals to Essex Children's Social Care in accordance with SET procedures. If for any reason the Designated Safeguarding Lead is unavailable, a Deputy Designated Safeguarding Lead will act in their absence. Additionally, it is the role of the Designated Safeguarding Lead to ensure all staff employed including temporary staff, volunteers and contractors within the school are aware of the school's child protection procedures, to advise staff and to offer support to those requiring this.
- 5.3 The Governing Body and school leadership team are responsible for ensuring that the school follows recruitment procedures that help to deter, reject or identify people who might abuse children (*see 'Safer Recruitment' policy for further information*)
- 5.4 The Designated Governor for Safeguarding ensures there is an effective child protection policy in place and that this is updated annually. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.
- 5.5 The Head Teacher and / or the Designated Safeguarding Lead provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.

- 5.6 The Head Teacher/Designated Safeguarding Lead and Designated Governor will undertake an annual Safeguarding Audit in line with their responsibilities under S.175 and S.157 of the Education Act 2002.
- 5.7 Woodlands school will publish its Child Protection policy on its school website alongside Keeping Children Safe in Education (DfE, 2020)
- 5.8 Woodlands school will actively promote online safety on its website and signpost stakeholders to information that will help keep children safe online.

6. PROCEDURES

- 6.1 All action is taken in accordance with the following guidance;
- Essex Safeguarding Children Board Guidelines, the SET (Southend, Essex and Thurrock) Child Protection Procedures SET Procedures (ESCB, 2020). Keeping Children Safe in Education (DfE, 2019)
 - 'Working Together' (DfE, 2015) (HM Government March 2017)
 - Essex Effective Support
- 6.2 When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place. They are given a copy of our school's Child Protection policy, told who our Designated Safeguarding Lead (and Deputy) is and is informed how to share concerns with the designated Safeguarding Lead or Deputy.
- 6.3 Staff are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training. There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff. However the Headteacher will ensure they are aware of the school's policy and the identity of the Designated Safeguarding Lead and Deputy.
- 6.4 Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead or in their absence, the Deputy Designated Safeguarding Lead. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.
- 6.5 The Designated Safeguarding Lead or the Deputy will immediately refer cases of suspected abuse or allegations to Essex Social Care Direct by telephone and in accordance with the procedures outlined in the SET procedures and in Essex Effective Support
- 6.6 The telephone referral to Essex Social Care Direct must be confirmed in writing within 48 hours. Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure plus any advice given.
- 6.7 The school will always undertake to share our intention to refer a child to Children's Social Care with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. It may be necessary to seek advice from the Family Operations Hub and/or Essex Police in making decisions above when it is appropriate to share information with parents/carers.

- 6.8 If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration.
- 6.9 Safeguarding contact details will be kept prominently displayed in the school to ensure that all staff have unfettered access to safeguarding support.
- 6.10 Study leave will only be granted to pupils after a period of monitoring and discussions with the family. All other options should be explored prior to this. This may include; reduced timetable, providing tutoring in the library, PSP, school report and school sanctions. If there is a medical need then this must be supported by medical evidence.
- 6.11 It is best practice for study leave only to be granted in exceptional circumstances and in the final term. Any exceptions to this must be passed to the Chair of Governors.

Any staff member or visitor to the school will refer concerns to the designated safeguarding lead or deputy designated safeguarding lead. Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and / or the Police. Less urgent concerns or requests for support will be referred to the Children and Families Hub via the Essex Effective Support portal. Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from the Children and Families

Hub and / or Essex Police in making decisions about when it is appropriate to share information with parents / carers.

If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer to Social Care where there is suspected or actual risk of harm to a child.

7. TYPES OF ABUSE/SPECIFIC SAFEGUARDING ISSUES

Keeping Children Safe in Education (DfE, 2020) defines abuse as the 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children"

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect
- Complex and organised

Woodlands school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. All staff are aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). Staff are aware of safeguarding issues that can put children at risk of harm and understand that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

8. SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXTREMISM

- 8.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 8.2 As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.
- 8.3 We value freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 8.4 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Woodlands School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 8.5 We seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Risk reduction

- 8.6 The school governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk.

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. All staff members understand how to identify those who may benefit from this support and how to make a referral to the Essex CHANNEL panel.

9. SAFEGUARDING PUPILS/PUPILS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING

- 9.1 Our safeguarding policy above through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.
- 9.2 Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- 9.3 Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum.
- 9.4 Our school works with and engages our families and communities to talk about such issues.
- 9.5 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- 9.6 Our Designated Safeguarding Lead knows where to seek and get advice as necessary.
- 9.7 Our school brings in experts and uses specialist material to support the work we do.
- 9.8 Where there are concerns over a pupil being subject to a forced marriage - when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse – the safeguarding lead must be informed immediately and procedures are followed as with any other disclosure.
- 9.9 These young women may also become victims of what is termed honour-based violence. This type of violence is described in 'The Right to Choose' guidance as: 'A variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community.' This disclosure must be given to Mrs Tuna straight away.
- 9.10 Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 ("the 2003 Act"). **It is a form of child abuse and violence against women.** FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.
- 9.11 Section 5B of the 2003 Act introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty applies from 31 October 2015 onwards.
 - 9.11.1 'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act 2003.

10. CHILD SEXUAL EXPLOITATION

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. In Essex, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when 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".

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead is the named CSE Lead in school on these issues and will work with other agencies as appropriate.

This [one page process map](#) sets out arrangements for CSE in Essex.

11. CHILD CRIMINAL EXPLOITATION

Child criminal exploitation is a geographically widespread form of harm which is a typical feature of county lines criminal activity (county lines is when drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban areas and seaside towns). Our school works with key partners locally to prevent and respond to child criminal exploitation.

12. SEXTING

The following information is taken from the Association of Chief Police Officers in England produced by Child Exploitation and Online Protection Centre - *Young People Who Post Self-Taken Indecent Images*. Sexting is the online transfer of indecent Images of Children. In this case, children are defined as Under 18.

- 12.1 It is a crime to take, make, permit to take, distribute, show, possess, possess with intent to distribute, or to advertise indecent photographs or pseudo- photographs of any person below the age of 18.
- 12.2 The consequences of this are far reaching. A prosecution for any of these offences means that an offender is placed on the sex offenders register for a duration that is commensurate with the sentence they receive. Even though the times are generally reduced for those aged younger than 18, this can still mean in some cases a considerable time spent on the register.
- 12.3 Police are more focussed on vulnerability/safeguarding issues rather than criminalising young people.
- 12.4 First time offenders should not usually face prosecution for such activities, instead an investigation to ensure that the young person is not at any risk and the use of established education programmes should be utilised. CEOP accept that in some cases, e.g. persistent offenders, a more robust approach may be called for- for example the use of reprimands. It is recommended that prosecution options are avoided, in particular the use legislation that would attract sex offender registration.

- 12.5 We need to recognise that most instances of sexting will be as a result of normal teenage sexual development combined with risk-taking behaviour. The recommendation is that these cases should be dealt with on a case by case basis, but within a wider safeguarding framework.
- 12.6 Children and young people creating indecent images of themselves may be an Indicator of other underlying vulnerabilities, and such children may be at risk in other ways. At the very least, children in this situation are making themselves vulnerable due to the potential future sharing of their images. As per current ACPO Investigating Child Abuse Guidance (2009), any such minor offending behaviour by children and young people should result a referral to children's social care so that any issues that are present can be dealt with at an early stage.
- 12.7 Some self-taken indecent images will be as a result of grooming and facilitation by adult offenders. The primary purpose of police involvement in these cases should be to ensure that the potential contact with adult exploiters is properly explored. As per DfE guidance, the focus of investigations should not be on the behaviour of children who have been the victims of abuse or exploitation but on the adult offenders who 'coerce, exploit, and abuse children and young people'.

13. PEER ON PEER ABUSE

- 13.1 Woodlands School has put in place safeguards to reduce the likelihood of peer on peer allegations. There is an established ethos of respect, friendship, courtesy and kindness with a clear expectations and consequences for unacceptable behaviour together with visible staff presence.
- 13.2. The school seeks to educate all pupils on healthy relationships through the curriculum, however we recognise despite this we need to be alert to peer on peer abuse. Abuse is abuse and should never be passed off as 'banter', 'just having a laugh' or 'part of growing up'. We recognise that peer on peer abuse is more likely that girls will be victims and boys perpetrators; all peer on peer abuse is unacceptable and will be taken seriously.
- 13.3 Peer on peer abuse can take different forms such as: physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting; sexual violence & sexual harassment.
- 13.4 It is important to recognise that children do engage in sexual play and experimenting, which is usually age appropriate. Child sexual abuse is a subject many people find very difficult to talk about. It is important not to criminalise behaviour that is a perfectly normal and healthy part of growing up. However, the idea that children can sexually abuse others is still very hard for us to accept.
- 13.5 The presence of one or more of the following points in situations where there has been sexual activity between children should always trigger some concern:
- There is an age difference of two years or more between the children.
 - One of the children is significantly more dominant than the other.
 - One of the children is significantly more vulnerable than the other e.g. in terms of disability, confidence, physical strength.
 - There has been some use of threats, bribes or coercion to secure compliance or to maintain secrecy.

13.6 Any peer on peer allegation must be referred to the Designated Safeguarding Lead immediately. Where a concern regarding peer on peer abuse has been disclosed to the DSL advice and guidance will be sought from Essex Children's Social Care and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted. Working with external agencies there will usually be a response to the unacceptable behaviour, for example, if a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected, the victim and perpetrator will be provided with support to prevent any reoccurrence of improper behaviour.

14. GENDER BULLYING

14.1 This school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect. Bullying of any nature or form is unacceptable and will not be tolerated. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. The safety, welfare and well-being of all pupils and staff is a key priority. We actively promote values of respect and equality and work to ensure difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society when they leave school and enter the world of work or further study. We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

14.2 A pupil coming out as lesbian, gay, bisexual or transsexual does not constitute a safeguarding risk and the information should be treated as confidential.

14.3 Disclosing someone's sexual orientation or gender identity, whether they are staff or pupils, without their consent is a breach of confidentiality. This includes disclosures to a pupil's parents or carers.

14.4 For further advice see Getting Started document by Stonewall 2015 in conjunction with Preventing and Tackling Bullying (DfE, 2017),

https://www.stonewall.org.uk/sites/default/files/getting_started_-_a_toolkit_for_secondary_schools.pdf

15. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Woodlands school understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration
- That they may be more prone to peer group isolation than others
- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication difficulties in overcoming these barriers

16. CHILDREN MISSING FROM EDUCATION

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Woodlands school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police). Parents are required to provide at least two emergency contact numbers to the school, so we are able to communicate with someone if we need to.

Woodlands school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

17. USE OF REASONABLE FORCE

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. Woodlands school works in accordance with statutory and local guidance on the use of reasonable force and recognises that where intervention is required, it should always be considered in a safeguarding context.

18. TRAINING AND SUPPORT

18.1 The Designated Safeguarding Lead (and Deputy) will undergo updated child protection training every two years. The Headteacher, all staff members and governors will undergo child protection training which is updated regularly, at least annually. A record of all Child Protection training will be kept as an appendix to this policy.

18.2 The school will ensure that the Designated Safeguarding Lead (and Deputy) also undertakes training in inter-agency working and other matters as appropriate

18.3 The Headteacher will provide support and supervision to staff involved in child protection issues.

18.4 All staff should have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the Staff Handbook / Code of Conduct.

19. PROFESSIONAL CONFIDENTIALITY

19.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret as, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities.

19.2 Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held treated confidentially.

20. RECORDS AND MONITORING

- 20.1 Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.
- 20.2 Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and regularly reviewed; and our online school privacy notices accurately reflect our use of data for child protection purposes.
- 20.3 Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen (if appropriate using a body map to record), putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken. This should be presented to the Designated Safeguarding Lead (or Deputy) who will then decide on appropriate action.
- 20.4 Any file notes are kept in a confidential file in chronological order (which is separate to pupil files) and stored in a secure place in The Safeguarding Office. All child protection records are stored securely and confidentially and will be retained for 25 years after the last entry (in line with ECC policy).
- 20.5 If a pupil transfers from the school, these files will be copied and forwarded to the pupil's new educational setting, marked 'Confidential' and for the attention of the receiving school's Designated Safeguarding Lead.

21. ATTENDANCE AT CHILD PROTECTION CONFERENCES & CORE GROUPS

- 21.1 It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented at and that a report is submitted to any child protection conference called for children on the school roll or previously known to them. Whoever attends should be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.
- 21.2 If a child is made subject to a Child Protection Plan, it is the responsibility of the Designated Safeguarding Lead to ensure the child is monitored regarding their school attendance, welfare and presentation. If the school are part of the core group then the designated Safeguarding Lead should ensure that the school is represented and contributes to the plan at these meetings; that there is a record of attendance and issues discussed. All concerns about the child protection plan and / or the child's welfare should be discussed and recorded at the core group meeting unless the child is at further risk of significant harm. In this case the Designated Safeguarding Lead must inform the child's key worker immediately and then record that they have done so and the actions agreed.

22. SUPPORTING PUPILS AT RISK

- 22.1 Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.
- 22.2 Our school may be the only stable, secure and safe element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.
- 22.3 Our school will endeavour to support pupils through:
- The curriculum to encourage our pupils to stay safe, develop healthy relationships, self-esteem and self-motivation.
 - The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
 - The implementation of the school's behaviour management policies.
 - A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
 - Regular liaison with other professionals and agencies who support the pupils and their families.
 - A commitment to develop open and honest and supportive relationships with parents, with the child's best interest as paramount
 - The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
 - Recognition that children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
 - Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

23. ALLEGATIONS INVOLVING A MEMBER OF STAFF

- 23.1 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.
- 23.2 Only authorised agencies may investigate child abuse allegations (Social Care Services, the Police or in some areas, the NSPCC). Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not.
- 23.3 The procedure to be followed in the event of an allegation being made against a member of staff is set out in the SET Procedures ESCB, 2020
- 23.4 Where an allegation against a member of staff has been made, the Head Teacher or another senior manager will immediately telephone the Children's Safeguarding Service on **03330139797**. A Local Authority Designated Officer (LADO) will advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents.

24. PROMOTING POSITIVE MENTAL HEALTH AND RESILIENCE IN SCHOOLS

24.1 Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

25. WHISTLEBLOWING

25.1 All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues in line with the schools Code of Conduct / Whistleblowing policy.

25.2 Any staff member can press for re-consideration of a case if they feel a child's situation does not appear to be improving. They must refer their concerns to Social Care directly if they have concerns for the safety of a child.

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk.

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk.

Please see addendum attached regarding the 'PREVENT' Strategy against radicalisation and extremism.

Appendix to Child Protection/Safeguarding Policy/Attendance (July 2017)

Child Missing from School Policy Statement:

Woodlands School has a statutory duty of care to all its pupils to provide a safe environment and to ensure their health, safety and welfare at all times. All at Woodlands School should do their utmost to ensure this. Making sure that all pupils are present, accounted for and safe is therefore a vital role of the staff at the school.

(NB – A child going missing from school or from home is a potential indicator of abuse or neglect. Staff should follow this procedure for dealing with children who go missing and refer to the Safeguarding Policy if appropriate)

The Aims of the Missing from School Policy are as follows:

- To ensure the safety of all pupils.
- To ensure that we are able to find any pupil that goes missing either in School or on an activity outside School as quickly and efficiently as possible.
- To communicate effectively and to an appropriate timescale with everyone concerned.
- To follow up incidents and to review procedures accordingly.

Missing Child Procedure (at School):

Group tutors are to record an electronic register mark on SIMS at 8.45am (a.m. register mark). The attendance officer is to monitor all a.m. absence register marks and cross reference with all parent / carer absence messages recorded on the schools telephone system. If an absence is not validated by a message left by parent / carers then contact will be made informing them of their child's absence. This contact will be made via the schools texting system.

Subject teachers are to take electronic registers on SIMS, within the first 5 minutes of each of the schools five, one hour lessons (p.m. register mark is recorded during period 4). When aware that a pupil who was recorded present is now absent, the subject teacher is to inform the attendance officer immediately. The attendance officer will share this information with the pastoral team, Deputy Head Teacher (Pastoral) and Head Teacher.

- The Attendance Officer will talk to the staff to establish what has happened.
- The Head of Year and the Deputy Head Teacher Pastoral will check to ensure no other forms of educational provision is in place, (for example 1 to 1 tutoring, inclusion or counselling).
- The Head of Year and the Deputy Head Teacher (Pastoral) will organise a thorough search of the building and grounds.
- The attendance officer will check all other registers to ensure the pupil is on their own and no other pupils are missing.
- Should the pupil remain unaccounted for once immediate checks have taken place, the Deputy Head Teacher (Pastoral) or the Head Teacher will contact parents / carers.
- If all attempts to contact the parents / carers have failed then the Deputy Head Teacher (Pastoral) or the Head Teacher will inform the Police, making note of the incident reference number issued.
- All actions are to be made within 20 minutes and recorded on GO4Schools.

Missing Child Procedure (off site activity):

- The activity leader is to always establish a predetermined assembly point and share their emergency contact telephone number with all pupils and staff at the start of any off site activity.
- The activity leader is to always establish a predetermined meeting times with both pupils and staff, where a register can be accurately taken.
- The member of Woodlands staff in charge of the group from which the pupil has gone missing will alert the Activity Leader.
- On direction of the Activity Leader, members of staff in charge of other groups will check no other pupils are missing and the Activity Leader will gather the whole group together at the predetermined assembly point.
- The Activity Leader will inform the Emergency SLT Contact and Security at the venue.
- The Activity Leader and Security will liaise and organise a thorough search for the missing pupil.
- The Emergency SLT contact will inform the Deputy Head Teacher (Pastoral), the Head Teacher.
- Should the pupil remain unaccounted for once immediate checks have taken place, the Deputy Head Teacher (Pastoral) or the Head Teacher will contact parents / carers.
- If all attempts to contact the parents / carers have failed then the Deputy Head Teacher (Pastoral) or the Head Teacher will inform the Police, making note of the incident reference number issued.
- All actions are to be made within 20 minutes and recorded on PAM.

Whether the incident occurs on at School or off site, the member of staff directly involved will, once the pupil has been found, write a report on PAM detailing.

- The date and time when it happened.
- What staff were present.
- When and where the pupils was last seen.
- What was taking place at the time.
- Estimate of time when the pupil went missing.

Any resulting child protection issues must be referred to the child protection designated person.

As required by law, Woodlands School maintains an admission register and an attendance register; all pupils are placed on both. The attendance officer must inform the local authority of any pupil who is going to be deleted from the admission register where they:

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

The attendance officer will inform the local authority when the school deletes a pupil from its register under the above circumstances.

Children of compulsory school age who are missing from education

Woodlands School pastoral staff will follow up any pupil who might be in danger of not receiving an education and who might be at risk of abuse or neglect. When informed by the attendance officer, the child protection designated person will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

Female Genital Mutilation (FGM) Policy Statement:

FGM is a collective term for all procedures involving partial or total removal of external female genitalia for cultural or other non-therapeutic reasons. Typically it is performed on girls aged between 4 -15 or on older girls before marriage or pregnancy. **It is illegal in the UK and it is also illegal to take a child abroad to undergo FGM. There is a maximum prison sentence of 14 years for anyone found to have aided this procedure in any way.** It is considered to be child abuse as it causes physical, psychological and sexual harm.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

FGM is more common than many people realise, both across the world and in the UK. It is practised in 28 African countries and in parts of the Middle and Far East and increasingly in developed countries amongst the immigrant and refugee communities. In the UK it has been estimated that 24,000 girls under the age of 15 are at risk of FGM.

Signs and Indicators to be aware of some indications that FGM may have taken place include:

- The family comes from a community that is known to practice FGM, especially if there are elderly women present in the extended family.
- A female pupil may spend time out of the classroom or from other activities, with bladder or menstrual problems.
- A long absence from school or in the school holidays could be an indication that a female pupil has recently undergone an FGM procedure, particularly if there are behavioural changes on her return - this may also be due to a forced marriage.
- A female pupil requiring to be excused from physical exercise lessons without the support of her GP.
- A female pupil may ask for help, either directly or indirectly.
- A female pupil who is suffering emotional / psychological effects of undergoing FGM, for example withdrawal or depression.
- Midwives and obstetricians may become aware that FGM has taken place when treating a pregnant woman / young woman.

Some indications that FGM may be about to take place include:

- A conversation with a female pupil where they may refer to FGM, either in relation to themselves or another female family member or friend.
- A female pupil requesting help to prevent it happening.
- A female pupil expressing anxiety about a 'special procedure' or a 'special occasion' which may include discussion of a holiday to their country of origin.
- A boy may also indicate some concern about his sister or other female relative.

Action to take if staff believes a child is at risk of FGM

- Report to child protection designated person or **in** an emergency - do not delay – ring 999.
- Once reporting to the child protection designated person, all usual safeguards steps are to be followed.
- If required an interpreter must be used in all interviews carried out by the child protection designated person and the family if their preferred language is not English. The interpreter must be female.

Female Pupils in Immediate Danger

- If the parents cannot satisfactorily guarantee that they will not proceed with the mutilation and the Strategy Meeting / Discussion decides that as such the female pupil is in immediate danger, then an Emergency Protection Order should be sought, by the child protection designated person.
- The primary focus is to prevent the child undergoing any form of FGM, rather than removal from the family.
- If the female pupil has already undergone FGM, the child protection designated person will need to consider whether to continue enquiries or whether to assess the need for support services. Consideration should be given to establish, if there are any younger sisters, and an assessment may be needed to determine if there are any risks to younger siblings. If any legal action is being considered, legal advice must be sought.

If a Female Pupil Has Already Undergone FGM

- Where FGM has been practiced, a referral should be made by the child protection designated person to Children's Social Care.
- A female pupil who has undergone FGM should be seen as a Child in Need and offered services as appropriate. There may be a need for medical assessment and / or therapeutic services for her. The risk to other female children in the family and extended family must be considered. The child protection designated person will be required to make a referral to Children's Social Care Services or Police as appropriate.

Cultural context

The issue of FGM is very complex. Despite the obvious harm and distress it can cause, many parents from communities who practice FGM believe it important in order to protect their cultural identity.

FGM is often practiced within a religious context. However, neither the Koran nor the Bible supports the practice of FGM. As well as religious reasons, parents may also say that undergoing FGM is in their daughter's best interests because it:

- Gives her status and respect within the community.
- Keeps her virginity / chastity.
- Is a rite of passage within the custom and tradition in their culture.
- Makes her socially acceptable to others, especially to men for the purposes of marriage.
- Ensures the family are seen as honourable.
- Helps girls and women to be clean and hygienic.

Consequences of FGM

Many people may not be aware of the relation between FGM and its health consequences; in particular the complications affecting sexual intercourse and childbirth which occur many years after the mutilation has taken place.

Short term health implications include:

- Severe pain and shock.
- Infections.
- Urine retention.
- Injury to adjacent tissues.
- Fracture or dislocation as a result of restraint.
- Damage to other organs.
- Death.
- Depending on the degree of mutilation, it can cause severe haemorrhaging and result in the death of the girl / young woman through loss of blood.

Long term health implications include:

- Excessive damage to the reproductive system.
- Uterus, vaginal and pelvic infections.
- Infertility.
- Cysts.
- Complications in pregnancy and childbirth.
- Psychological damage.
- Sexual dysfunction.
- Difficulties in menstruation.
- Difficulties in passing urine.
- Increased risk of HIV transmission.

Forced Marriages Policy Statement:

- A forced marriage is a marriage without consent from both parties and where pressure or threats are a factor. This is very different to an arranged marriage, which both people will have to agree to. It is a criminal offence to force someone to marry.
- Signs of concern could include truancy / absence from school, punctuality concerns, low motivation, self-harm, depression, isolation, attempted suicide, eating disorders, other family members forced to marry or reported missing, family disputes, domestic violence and substance abuse
- Further guidance can be found under Part 1 of the keeping Children safe in Education Document.

Action to Take if Staff Believe a Child is at Risk of Forced Marriages

- Report to Child Protection Designated Person or in an emergency - do not delay – ring 999. Once reported to the Child Protection Designated Person, all usual safeguards steps are to be followed.
- If required an interpreter must be used in all interviews carried out by the child protection designated person and the family if their preferred language is not English.

PREVENT Safeguarding Objectives

Within Woodlands School we will adopt the Prevent strategy specifically:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support: and
- work with sectors and institutions where there are risks of radicalisation which we need to address.

Woodlands School can help to protect children from extremist and violent views in the same ways that we help to safeguard children from drugs, gang violence or alcohol. Any concerns of this nature will be passed to Mrs Tuna in the same way as other child protection issues.

The purpose must be to protect children from harm and ensure that they are taught in a way that is consistent with the law and our values. Awareness of prevention and the risks it is intended to address are both vital. All staff will receive training in line with the PREVENT resources. Staff can help identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda.

PREVENT referrals will be reported to the CHANNEL panel as laid out on page 22.

Mr Wright, Mr Amran or Mrs Tuna could also contact Essex Police to discuss any concerns on PREVENT @essex.pnn.police.uk.

In case of imminent threat we would contact the Anti-Terrorism Unit via 999.

Preventing Radicalisation Policy Statement:

Protecting pupils from the risk of radicalisation is seen as part of Woodlands Schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable pupils being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

In March 2015 the Counter Terrorism and Security Act (2015) placed new statutory duties on schools to prevent young people being drawn into extremism. As a community, at Woodlands we strive together to uphold a strong, shared culture of tolerance and respect. This statement expresses our commitment to these values, as well as the overall safety and wellbeing of our pupils.

The current threat from extremism and radicalisation in the UK can include the exploitation of vulnerable people to sympathise with violent ideology, on both the extreme left and right of the political spectrum. The exposure to extreme views may also make children and young people vulnerable to future manipulation and exploitation. Woodlands School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that staff and governors have a duty to protect young people from the negative influence of extremist groups and individuals.

The School seeks to protect its pupils against all messages of violent extremism using any means or medium to express views that:

- encourage, justify or glorify political, religious, sexist or racist violence;
- subscribe to narrow mindsets that are intolerant to diversity;
- foster hatred which might lead to inter-community violence;
- seek to provoke others to violent acts;
- encourage other criminal activity.

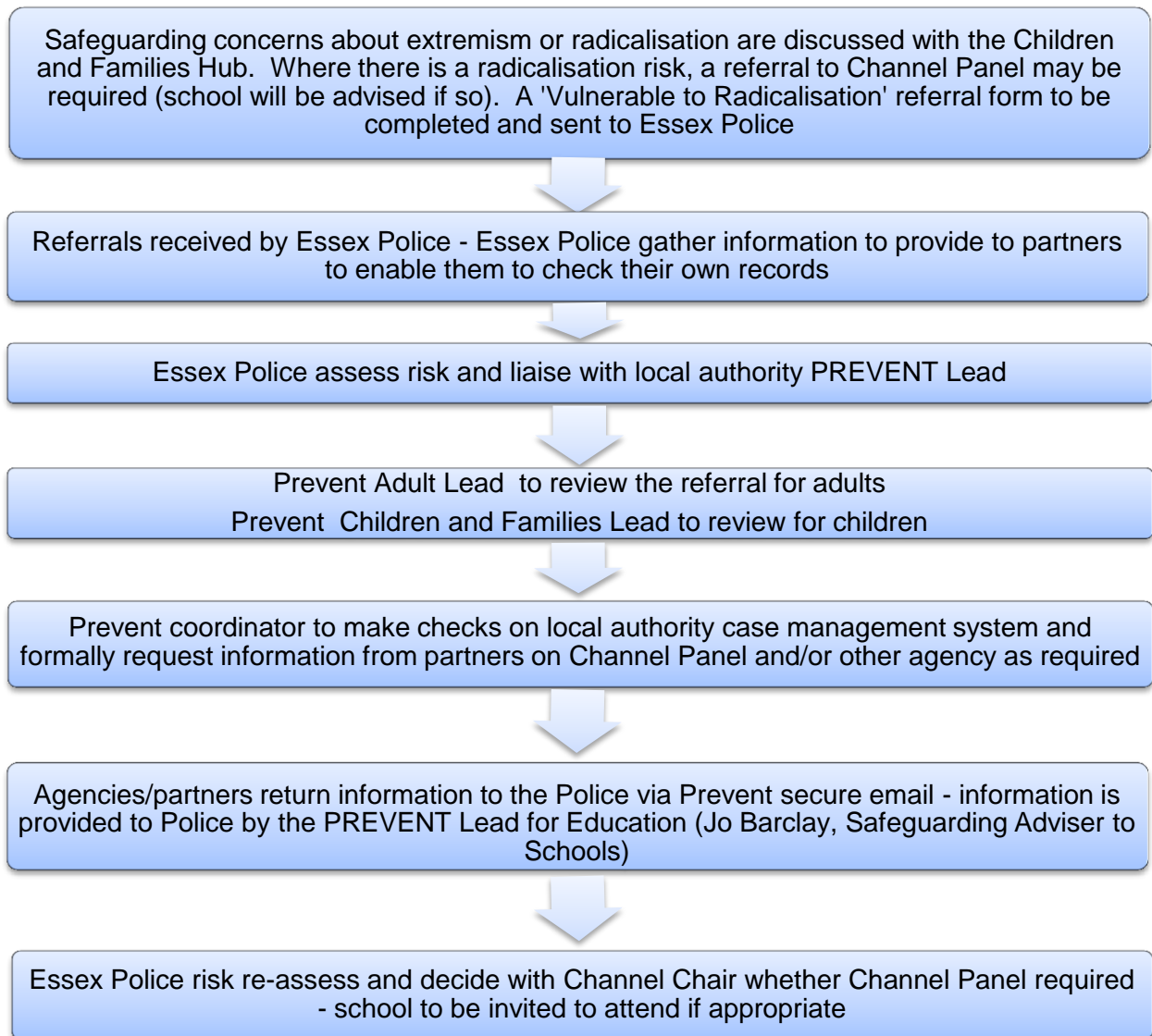
As part of wider safeguarding responsibilities all Woodlands staff will be alert to:


- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites, e-safety policies have been impact assessed and control measures in place.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services, police reports of issues affecting.

Action to Take if Staff Believe a Child is at Risk of Radicalisation

- Report to Child Protection Designated Person or in an emergency ring 999.
- Once reported to the Child Protection Designated Person, all usual safeguards steps are to be followed.
- If required an interpreter must be used in all interviews carried out by the child protection designated person and the family if their preferred language is not English.

Follow the PREVENT referral flowchart below:



Signed: 
Head Teacher

Dated: 11th September 2020

Signed: 
Chair of Governors

Dated: 11th September 2020