

## Safeguarding Policy

### **Intent:**

This Policy aims to inform of the various types of risks children are face with and the process that can be followed to help protect them.

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## **1 – Outline**

At Woldale School we recognise that Safeguarding and promoting the welfare of children is everyone’s responsibility. Those responsible include families, carers, school staff and practitioners.

Keeping Children Safe in Education (September 2020) identifies Safeguarding and promoting the welfare of children as:

- protecting children from maltreatment
- preventing impairment of children’s mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes
- children include everyone under the age of 18

This Policy has been written using guidance's including:

- Keeping Children Safe in Education (September 2020)
- Guidance for safer working practice for those working with children and young people in education settings (May2019)
- The Prevent Duty Departmental advice for schools and childcare providers (June 2015)

The children at Woldale School all have Education Health & Care Plans which identifies individual diagnosis of difficulties and/or disabilities including ASD, ADHD, Anxiety, Communication Difficulties & Social Emotional Mental Health. All children regardless of their diagnosis have the right to be protected from abuse.

The children at the school have a heightened vulnerability as many have difficulties:

- Communicating feelings
- Communicating experiences
- Recognising risk including socially unacceptable behaviours/attitudes
- Social interactions

In addition, it is important to recognise that some children often display behaviours, including when in anxiety and crisis, that may be similar with signs of abuse such as:

- Isolation
- Verbal Aggression
- Physically Aggressive
- Use of socially inappropriate language

It is vital that when supporting the children at the school such behaviours are not ignored or seen as 'that's them' attitude. Staff should report behaviours and changes in line with schools Behaviour Policy. If staff have any concerns regarding a child, they must report it to a DSL.

For the children at the school the behaviours associated with their difficulties can often be:

- traits of perpetrators where there is an expression of control over environments or actions
- traits of victims where they struggle to recognise unacceptable social behaviours being 'easily led'

Through the individual behaviours being identified in PHPs responses are advised in addition with recording of concerns for the Inclusion team to review actions may include referral for therapeutic support. The outcome of such interventions gives guidance to staff through responses or through their curriculum programme.

This Policy aims to inform of the various types of risks children are face with and the process that can be followed to help protect them.

Staff at Wolfdale School must report all concerns of welfare to a Designated Safeguarding Lead (DSL) free of:

- Prejudice
- Pre-conceived notions of families and environment
- Pre-conceived notions of the child

Role	Name	Contact
<ul style="list-style-type: none"> <li>• Head of School</li> <li>• School lead for Safeguarding</li> <li>• Designated Safeguarding Lead (DSL)</li> </ul>	Sachin (Sunny) Dogra	<a href="mailto:Sachin.dogra@wolfdaleschool.leics.sch.uk">Sachin.dogra@wolfdaleschool.leics.sch.uk</a>  0116 235 5600
<ul style="list-style-type: none"> <li>• Inclusion Manager</li> <li>• Deputy DSL (dDSL)</li> </ul>	Joe Walton	<a href="mailto:Joe.walton@wolfdaleschool.leics.sch.uk">Joe.walton@wolfdaleschool.leics.sch.uk</a>
<ul style="list-style-type: none"> <li>• Senior Support Worker</li> <li>• Deputy DSL (dDSL)</li> </ul>	Simon McMullan	<a href="mailto:Simon.mcmullan@wolfdaleschool.leics.sch.uk">Simon.mcmullan@wolfdaleschool.leics.sch.uk</a>
<ul style="list-style-type: none"> <li>• Director</li> <li>• Deputy DSL (dDSL)</li> </ul>	Gemma Thompson	<a href="mailto:Gemma.thompson@wolfdaleschool.leics.sch.uk">Gemma.thompson@wolfdaleschool.leics.sch.uk</a>  0116 235 5600

Concerns regarding child's welfare must be communicated to any of the named DSL's above.

All Staff, in particular DSL and dDSL, must consider all the factors inside and outside the school when reviewing information. KCSIE (2020) identifies Contextual Safeguarding which requires all 'to consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare'. Ensuring the whole picture is explored and understood allows for all evidence and information to be in place when reviewing concerns.

The DSL complete, compulsory, external safeguarding training which enables them to investigate concerns raised and:

- Take all steps identified in this policy to ensure child's safety
- communicate/liaise with relevant external services including Early Help, First Response, CAMHS and Allegations Officer
- communicate/liaise with relevant internal teams including Inclusion, Therapy, SENCO, Curriculum, HR and Directors
- Deliver Safeguarding training to all staff to support them in recognising the various risks children are faced with along with the manner which they can report it.

If staff feel they cannot share the concerns with any of the DSL's above they can contact the NSPCC's dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by the school.

Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **2 - Early Help**

A key risk for the children at the school would be a failure to recognise the signs of abuse or neglect. The ideal is for 'Prevention' by creating an environment where staff and children feel safe and secure to communicate. If the early signs are recognised there is the opportunity for the school to offer support such as meeting with relevant staff, signposting to local support services and, with permission, access Early Help services.

Early Help aims to provide support at the earliest points to help families, carers and children. The NSPCC outline:

Early help services can be delivered to parents, children or whole families, but their main focus is to improve outcomes for children. For example, services may help parents who are living in challenging circumstances provide a safe and loving environment for their child. Or, if a child is displaying risk-taking behaviour, early help practitioners might work with the child and their parents to find out the reasons for the child's behaviour and put strategies in place to help keep them safe.

Staff can make Early Help referrals themselves if they have had permission from the family/carer. If this occurs staff must inform the DSL. They would be required to fill in an online Multi Agency Referral Form (MARF).

Early Help (Leicestershire)	0116 305 8727
Early Help (Leicester City)	0116 454 1004

Together to Safeguard Children (July 2018) identifies all staff should be alert to the potential need for Early Help for children, including the those at the school who have special educational needs, along with a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

Please refer to Annex B for further detail on Early Help.

### **3 - Signs of Abuse and Neglect**

When creating an environment for staff to be responsive it is vital that it is understood that signs of abuse often crossover and any recognition of signs should be reported as a concern to the DSL. Such signs include:

- Physical marks
- Changes in behaviour, heightened or reduced
- Changes in physical appearance
- Lack of personal hygiene
- lack of nutrition
- non-attendance
- self-harm, self-injury
- isolation
- sexualised behaviours
- low self-esteem
- comments linked to illegal activity
- radical beliefs – including a sudden change and progressive change, stereotypes of race and culture

There are various risks and types of abuse the students may be victim to.

Abuse is defined as 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.

Abusers could include peers, people the child knows and people the child does not know. Abuse can occur at home, school, community and online.

Risks of abuse identified throughout the policy do not always involve physical contact they also include the use of technology. The use of social media, messaging services and gaming highlight a risk to many children. The schools e-safety policy highlights the school's position, but it is important to remember the risks technology can pose include:

- messaging comments to make others feel low or create an imbalance of power
- grooming
- inappropriate image/video sharing
- radicalisation
- group messaging including exclusion of individuals

#### **4 - Physical Abuse**

A child who is a victim of physical 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. This links to Fabricated Induced Illness (FII) where close monitoring of non-attendance and reasons would be explored.

#### **5 - Emotional Abuse**

A child who is exposed to the persistent emotional maltreatment that causes severe and adverse effects on the child's emotional development.

This includes an environment where a child is left to feel:

- a lack of worth
- a lack of love
- picked on for their personality, interests or mannerisms
- unable to achieve or meet expectations
- overprotected or restricted from experiences
- bullied or frightened to complete activities including online

Many of the children at Woldale School have social emotional difficulties along with ASD or ADHD. Such difficulties include traits of low self-esteem and difficulties interacting socially.

Through initial assessments of students which include review of EHCP, parent/carer meeting and school visits allow for a picture to be made on areas need including

matters such as this. The school offer wellbeing and therapeutic sessions which allow for such areas of difficulties to be worked on and approaches to support shared.

## **6 - Sexual Abuse**

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Whether or not the child knows or not they are involved in sexual activity it is still abuse this does not always include the application of violence and can occur with another adult or peer,

Sexual activities include:

- Assault by penetration including rape or oral sex
- Non-penetrative acts such as kissing, masturbating, upskirting
- Non-contact such as looking at or sharing sexual images or activities
- Grooming a child in preparation for abuse (including via the internet)

### **6.1 - Sexual Harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. This is also about peer on peer sexual harassment.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names
- sexual "jokes" or taunting

Physical behaviour, such as:

- deliberately brushing against someone
- interfering with someone's clothes
- displaying pictures, photos or drawings of a sexual nature

### **6.2 - Online Sexual Harassment**

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- non-consensual sharing of sexual images and videos
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media



- sexual exploitation
- coercion and threats
- upskirting

## **7 - Neglect**

Concerns of this nature link to 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);
- access to appropriate medical care or treatment
- neglect of, or unresponsiveness to, a child's basic emotional needs

At Woldale School we recognise the difficulties many families and carers are faced with. As a school we work collaboratively with both families and carers to understand the relationships and behaviours at home. This is vital to give us an insight into home lives of our students to ensure the best working relationship.

Having contact with families and carers allows for potential signs of stress from families and carers to be recognised, which can often be a contributing factor of abuse and/or neglect allowing for preventive measures to be put in place such as access to food through the day, access to staff for advice in support methods at home or through contacting Early Help.

If the DSL felt there was an immediate concern to the child's safety, they would contact First Response or Police, staff with concerns can directly contact these departments.

## **8- Peer on Peer**

The descriptions of abuse above can occur with the child's peers. At the school the children often display behaviours difficulties in anxiety and crisis which may often appear to be targeted to other children. Individual Positive Handling Plans will identify if such responses are common for the child and responses are given.

Such behaviours regardless of diagnosis are not acceptable and staff should always make a record of such behaviours. The school adopt a Reflection process to encourage them to learn from actions taken to make better choices in the future.

Peer on Peer abuse can take the form of Bullying which is referred to in the Anti-Bullying Policy as “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, March 2014), staff report concerns of the victim and perpetrator direct to a DSL.

Students at Wolfdale school are vulnerable to Peer on Peer abuse as many seek to make friendships and have difficulties recognising behaviours that most would recognise as inappropriate such as:

- peers offering items
- peers changing their approaches i.e. sometimes close, sometimes distant
- peers dictating choices
- peers influencing choices
- physical behaviours such as being close, brushing past each other
- physical touch of clothing

It is important that the communication between peers is not left as ‘banter’ or ‘having a laugh’. Many of the children find difficulties in expressing themselves even if they are upset by comments from a ‘friend’. Staff should report concerns of communication to a DSL.

It is recognised there is a risk of peer on peer abuse occurring outside the ‘school gates’ including cyber abuse. Incidents that occur outside the school will be addressed in accordance with the Behaviour Policy, **Discipline beyond the school gates** and the schools Anti Bullying Policy and the Safeguarding Policy.

In addition to this such abuse between peers can occur through online forums whether social media or gaming. Many of our students game online with one another which can result in fall out. The school encourage students to share any concerns to family/carers or staff at the school.

If staff are made aware of any online concerns through student or parent disclosure, they must report to the DSL immediately.

The school curriculum incorporates Personal Safety and a development in what is socially acceptable behaviours between different relationships including friendships.

Peer on Peer abuse can include sexual violence and sexual harassment, “upskirting”, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. However, peer on peer abuse is more likely to be perpetrated by boys on girls.

### **8.1 - Upskirting**

Peer on Peer abuse can take the form of sexual abuse as identified above. Recent updates have identified Upskirting as a criminal offence and is defined as:

'...taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence' (KCSIE, September 2020)

## **8.2 - Response to Peer on Peer Abuse**

Peer on Peer abuse could include sexual violence and sexual harassment, "upskirting", initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. However, peer on peer abuse is more likely to be perpetrated by boys on girls.

The school will respond to such events using *Sexual violence and sexual harassment between children in schools and colleges May 2018* as a guide. Further information can be found

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

Steps the school will take:

- All actions will be recorded and stored electronically.
- Assess the victims wishes where reasonable give them as much control in guiding the process
- Where there has been a crime or harm the school will access relevant external services including Police or Social Care
- Access Early Help where appropriate to have collaborative working to offer support for parties involved
- School to complete a Risk Assessment to identify safest methods to continue placement for the victim and perpetrator this will also include the risk factors to the remainder of the school children and staff. This will be shared with the relevant families/carers and collaborative partners, if applicable.
- The school will create a Protection Plan for the Perpetrator and Victim. This will be shared with the relevant families/carers and collaborative partners, if applicable.

## **9 - Serious Violence, Missing in Education, County Lines, CSE, FGM, Forced Marriage**

Children are at risk of exploitation whether it is through extremism, violence, gangs, serious crimes or child sex exploitation. At Wolfdale School children are at risk of this due to the nature of their diagnosis, life experiences and lack of risk awareness.

### **9.1 - Serious Violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals

or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault, unexplained injuries, unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

## **9.2 – Child Criminal Exploitation (CCE) and CSE**

The exploitation of young and vulnerable children can be in the form of coercion into criminal activity and of sexual exploitation. Often a perpetrator will use an imbalance of power to manipulate or deceive a child. The perpetrator could be males, females, groups, adults, or children.

Factors that cause this imbalance of power include:

- Gender
- Sexual identity
- Cognitive ability
- Physical Strength
- Status
- Access to economic or other resources
- At times abuse will be in exchange for something the victim needs or wants but ultimately benefits the perpetrator

It is important to recognise the risk the students at Wolfdale School are within this, the above factors are often linked to the risks the children with ASD and ADHD. Many children seek friendships without knowing the risks. Through the PSHE curriculum this is developed. This includes the learning of Relationships, Sex & Health Education (RSHE) across the whole school.

Staff should record and report concerns about a child's understanding of relationships to a DSL if there is concern of immediate risk or potential dangers. If it is not the case this can be shared to the allocated teacher who can seek support from the DSL or Curriculum Team

KCSIE 2020 identifies:

**'The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. '**

### **Child Criminal Exploitation (CCE)**

Children are at risk of exploitation to engage in criminal activity. Children can be 'groomed' to take part in criminal activity much in the same way children are 'groomed' for sexual exploitation.

Gangs exploit children and young people being recruited to be drug 'runners' or to make cash deposits into bank accounts. There is also a growing awareness that debt entrapment is a key threat, with criminals deliberately robbing the young person who is transporting drugs and then holding them while they work to pay it off.

Signs of such risk can be read above and below.

Any concerns should be reported to the schools DSL or Deputies.

## **CSE**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.

As identified in the policy many the children at the school are at risk due to their social understanding and their risk awareness. With this as a factor it is important staff consider the signs of abuse identified earlier along with:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education - Further linking risks children face within Missing from Education and County Lines include that of CSE.

### **9.3 - Missing from Education**

Where a child has repeated and or prolonged periods of absence that cannot be accounted for. This raises concerns of a range of abuse, exploitation and deteriorating health.

The school has an Attendance Policy which identifies the steps taken when a child's absence is not confirmed or authorised. Such absence would be passed on to the DSL to follow up which may include contacting the Police.

There will be regular check completed on attendance to highlight any potential patterns with absence. The school hold at least one emergency contact number for each student.

Following actions taken from the Attendance Policy if there is a concern of a child Missing from Education the DSL will contact the Local Authority.

Such concerns will require a Multi-Disciplinary Team approach bringing to together relevant services to address the concerns. There are many other risks that a child may be under if they are missing from education which can be identified below.

#### **9.4- County Lines**

Exploitation of vulnerable children is no longer a city-based issue in England; gang culture is a risk across cities and counties. It is identified that children could be involved in criminal activity, drug networks or gangs that groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

There are numerous factors which could be signs of a child being exploited including the use of language, new items such as gifts and a lack of attendance. Within the KCSIE 2020 it identified county lines exploitation:

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

Staff should raise any concerns they have linked to County Lines with the DSL immediately who will then respond accordingly including contacting the Police and/or First Response.

#### **9.5 - Cyber Crime**

Technology is part of everyday life for many families and children. There are many risks online as identified through this policy, whether through bullying, grooming of exposure and sharing of images.

In addition to this there is:

- Cyber Enabled Crime – crimes that are enhanced in scale with the use of computers e.g. online fraud, online grooming, cyber bullying

- Cyber Dependent Crime – crimes that can only be committed with use of technology e.g. hacking, ransomware, DDoSing (a denial of service as a result of a targeted attack)

Children involved in Cyber Dependent Crime could be at further risk of CCE (child criminal exploitation). Where gangs identify children with strong computer skills and abilities to help hack networks or target attacks.

Staff should be aware of the terminology and tools that may link to potential of act of Cyber Dependent Crime:

- Hacking – accessing computers or networks
- Spamming – where viruses can be shared
- ToR which is a browser for the Dark Web
- Virtual Machines which can hide operating systems
- Wi-Fi Pineapple which is a piece of equipment that is used to collect data over the internet
- Discord an online forum where hacking tips are shared
- Metapoint a software package that makes hacking simpler

Staff should report any concerns to the DSL or Deputy. Such concerns are then shared with police department dedicated to Cyber Crime.

## **9.6 - Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

The DSL will contact the Local Housing Authority in conjunction with Leicestershire or Leicester city Children Safeguarding.

## **9.7 - Honour Based Violence (HBV)**

HBV encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Staff must report any concerns to the DSL.

Please read Annex C for further details on HBV including FGM, FII and Forced Marriage

## 9.8 - Forced Marriage

Within England and Wales, it is a criminal act to force marriage. The Multi-agency practice guidelines: Handling cases of Forced Marriage, June 2014 identifies that individuals with disabilities are at risk of being coerced into this. Forced Marriage is one entered without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or verbal (emotional) and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example).

Staff at the school must report concerns of this directly to the DSL. Staff can also contact the Police of Forced Marriage Unit directly if they have concerns.

Forced Marriage Unit	020 7008 0151 <a href="mailto:fm@fco.gov.uk">fm@fco.gov.uk</a>
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## 9.9 - Forced Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Staff can contact the Police, 99/101, directly if they believe FGM has been carried out.

Staff should report to the school DSL where they feel there is a child at risk of FGM.

## 10- Mental Health

As identified, many of our students have difficulties that consist of elements associated with Mental Health, many students have Social, Emotional and Mental Health diagnosis. The school have an approach to Wellbeing which can be found in the Curriculum Policy and a Therapeutic Service which further detail can be read in the Therapy Policy.

All our students have an allocated PHP which identify consistent traits and challenges associated with their difficulties. It is important staff are aware of these and observe for any increases or deterioration of traits or the start of additional behaviours that are a sign of a deterioration of Mental Health.

The KCSIE 2020 recognises that a child experiencing or having experienced any of the identified abuses above, or risks identified below, or previous trauma may display changes in their mental health. With this staff should record and report concerns of deterioration to a DSL or dDSL.



Further information can be found:

Promoting child ren and young people’s emotional health and wellbeing.	<a href="https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing">https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing</a>
Rise Above	<a href="https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview">https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview</a>

## **11 - Radicalisation**

The school is lucky to be based within Leicester allowing for experiences and exposures to a range of cultures, religions, races and groups. The school aim is for all children is to be able to live a life they choose, free of discrimination and harm. Through the curriculum activities are organised to promote a wide range of differences and learning experiences that incorporate British Values.

British Values promote the importance of allowing a society that includes democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs with many faiths, no faiths and beliefs and does not call for the death of armed services.

Extremists look to dismantle these fundamental values to radicalise individuals for their own cause. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Staff should recognise the extremist groups vary from Right Wing to Left Wing and should not stereotype terrorist groups only being based within foreign countries such as Action First a banned group known within England. There are various reasons that make an individual vulnerable to radicalisation including:

- influence from family
- influence from peers
- difficulty in recognising coercive practice
- disability

Vulnerable people can be targeted through various forums including the internet for instance social media and the targeted bombarding of information that can be extreme in nature or based on opinion rather than facts some refer to this as ‘Fake News’. It is important to recognise that this includes the risk of online gaming where individuals are exposed to chat dialogue from others.

## **12 - Prevent Duty**

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

This duty encourages schools to be responsive in helping Prevent the risk of radicalisation. The school’s approach to develop the children through emotional support, behaviour support and the curriculum, through embedding of the fundamental British Values to build resilience, determination, self-esteem, and confidence.

The school’s DSL will manage concerns related to radicalisation as per training through local authority which will include contacting police.

Leicestershire County	<a href="mailto:prevent.team@leicestershire.pnn.police.uk">prevent.team@leicestershire.pnn.police.uk</a>
Leicester City	0116 248 6276

Following such a referral the police may request a submission of a ‘Refer someone to Prevent Team’. Once reviewed this may trigger a Preliminary Review which can led to Channel Panel Meeting which can result in Channel Intervention.

The Channel Duty Guidance Protecting vulnerable people from being drawn into terrorism, Statutory guidance for Channel panel members and partners of local panels (2015) identifies indicators:

An individual is Engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists
- changing their style of dress or personal appearance to accord with the group
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far-right groups)
- attempts to recruit others to the group/cause/ideology
- communications with others that suggest identification with a group/cause/ideology

An individual has an Intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- using insulting or derogatory names or labels for another group
- speaking about the imminence of harm from the other group and the importance of action now
- expressing attitudes that justify offending on behalf of the group, cause or ideology
- condoning or supporting violence or harm towards others
- plotting or conspiring with others

An individual is Capable of causing harm or contributing directly or indirectly to an act of terrorism include:

- having a history of violence
- being criminally versatile and using criminal networks to support extremist goals
- having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction)
- having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills)

## **12.1 - The Channel Process**

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

The Panel can consist of:

- representation from local authority relevant to the referrals and cases to be discussed
- police representation for each of the local authorities relevant to the referrals and cases

Other panel members as referrals and cases dictate which may include:

NHS• Social workers• Schools, further education colleges and universities• Youth offending services• Directors of children's and adult's services• Chairs of Local Safeguarding Children Boards and Housing• Prisons• Probation

The school may be asked to attend a Channel panel to discuss the child referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Channel assess the vulnerability of a child through:

- Engagement with an extremist group, cause or ideology

- Intent to cause harm and.
- Capability to cause harm

If Channel recognise the child is vulnerable and there is a risk the outcome would require a Channel approved Intervention through a Channel approved provider.

If the Panel feel there is not a risk of radicalisation the outcome can be passed back to the Local Authority and partners which can include the school.

Intervention support could include:

- Mentoring support contact – work with a suitable adult as a role model or providing personal guidance, including guidance addressing extremist ideologies
- Life skills – work on life skills or social skills generally, such as dealing with peer pressure
- Anger management session – formal or informal work dealing with anger
- Cognitive/behavioural contact – cognitive behavioural therapies and general work on attitudes and behaviours
- Constructive pursuits – supervised or managed constructive leisure activities
- Education skills contact – activities focused on education or training
- Careers contact – activities focused on employment
- Family support contact – activities aimed at supporting family and personal relationships, including formal parenting programmes
- Health awareness contact – work aimed at assessing or addressing any physical or mental health issues
- Housing support contact – activities addressing living arrangements, accommodation provision or neighbourhood
- Drugs and alcohol awareness – substance misuse interventions

Staff at the school complete online training regarding Prevent see link below.

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

### **13 - Staff Allegations**

Working with children with challenging behaviour does often result in staff using 'reasonable-force' as they are trained through Team Teach. The schools Behaviour Policy identifies the measures in place when restraint has been used which includes immediate contact to family/carers and recording and logging of use. Reasonable Adjustments are made to ensure each child has their own Positive Handling Plan which identifies steps to reduce the need for staff to use restraint.

Every effort is made to ensure that staff act accordingly with children it is important that there is not a culture of 'that does not happen here' when it comes to recognising concerns with staff.

Families, carers and staff can raise concerns or an allegation relating to the conduct of staff behaviour, including volunteer staff, contracted and supply staff. Such concerns could include those that:

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

Concerns should be raised directly with the Head of School unless the concern is regarding this person, in this case concerns should be raised with the Directors. Historic allegations will be referred to the police.

Staff can contact the Allegations Officer directly:

Leicestershire	0116 305 7597
Leicester City	0116 454 2419

Following the receipt of a concern regarding staff conduct there will be an assessment and review of information. If there is an immediate and/or significant risk to a child or there has been an illegal activity, then it will be referred to the Police along with the Local Authority Allegation Officer.

If there is no immediate evidence of risk to a child or illegal activity the concern will be investigated alongside the relevant Allegations Officer. At this point the Allegations Officer may advise for further detail and input from other services or advise for the school to follow its own disciplinary procedure as set out in the Performance Management Framework.

During this period the alleged staff may be temporarily suspended from allocated role and responsibility or have these duties amended. The outcome of investigation will result in the following:

- Substantiated: there is sufficient evidence to prove the allegation.
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- False: there is sufficient evidence to disprove the allegation.
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

In relation to Supply, Contracted and Volunteer Staff the above actions will be taken this will not be the Performance Management Framework instead managed directly with the relevant allegations officer. Where the school use consistent supply staff the HR departments will meet to ensure collaborative practice is agreed.

#### **14 –Children Potentially at Greater Risk of Harm**

Children at Woldale School with or without Social Workers will ensure they receive effective support and access to a safe and secure environment in an out of school.

It is recognised that children with allocated Social Workers may be at a greater risk outside of school and appropriate actions and support must be in place including appropriate information sharing to relevant parties and attendance to regular review meetings.

##### **14.1 Looked After Child (LAC)**

Often a LAC would be in this position due to potential experience of abuse or neglect. Such experiences can leave the child at a heightened vulnerability of abuse and of displaying behaviours associated with an abuser.

The schools DSL are aware of any LAC and in response to any concerns they have the contact details for the allocated worker at Virtual School and Social Care, along with reporting any safeguarding concerns through the relevant area. There is a

The school complete PEP meetings which allow for the child's Designated teacher and relevant school leads to share progress and ensure opportunities for concerns to be shared and strategies to support put forward. Such meetings allow for Pupil Premium, an allowance available to a LAC to increase access, to be reviewed.

##### **14.2- Child Protection (CP) - Section 47 of The Children Act 1989,**

The school will be informed if a child has a Child Protection plan in place. If so, there will be an allocated Social Worker to the child and family. If such a plan is in place it is often a result of a proven safeguarding risk. Or likely to suffer significant harm.

The school will be required to maintain communication of concerns and issues directly with the allocated worker and to attend Child Protection Review meetings. These meetings are held regularly to ensure appropriate actions are completed within timescales.

##### **14.3- Child in Need (CIN)- Section 17 of The Children Act 1989**

The school will be informed when a CIN plan is in place. This often has an allocated Social Worker who supports the family/carers with acute needs and access to supporting services to help prevent potential harm to a child.

The school will attend regular meetings to share information and promote strategies and where possible signpost services that can support.

## **15 - Confidentiality**

Details of concerns are scanned and stored securely electronically where the access is restricted to the DSL's only. The school use a MiS system to log information with access restricted.

With recent updates in The Data Protection Act 2018 and GDPR does not prevent the school to share information to keep a child safe. Information shared is done so with the child's safety and welfare being paramount.

Any Child Protection file that is required to be transferred between providers would be done via the DSL as soon as possible. This is completed through a 'signed for' delivery whether in person or secure post.

KCSIE 2020 identifies that staff should feel:

- confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

Further information can be found on Data protection: toolkit for schools:

<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

### **15.1 - Sharing with Parents/Carers**

Where possible the school will discuss concerns with the parents/carers. When dealing with concerns the various conversations may be difficult for parents/carers to discuss and where appropriate a meeting at the school will be held.

There are certain times where the school will not discuss concerns relating to Safeguarding if it is felt the child could be put at further risk.

## **Part 2: School Approach**

### **16- All Staff**

All staff have a duty to provide a safe environment for all children, they should ensure they are aware of their responsibilities as set out within the Safeguarding Policy and Behaviour Policy.

Staff:

- Must read the Safer Working Practice (2019) guidelines which are sent prior to starting at the school along with the Staff Code of Conduct in the Staff Handbook
- Must read the whole of the Policy including all Annex's
- Must read Part 1 and Annex A of Keeping Children Safe in Education (September 2020)
- Must receive Safeguarding training delivered by school DSL which is updated along with statutory guidance
- Will receive Safeguarding updates through workshops, staff meetings

Staff should feel confident they are aware of the school's points of contact for sharing concerns, this can be found in Section 21. DSL.

Staff should feel confident on how they can report a concern to a DSL. This can be completed directly or via telephone, numbers are available through the office.

Staff will be asked to complete a written sheet with the information this can be on a Cause for Concern sheet or any available sheet. Staff should ensure they write the facts of what has been said and sign and date the document. Staff should follow the steps provided in training and identified in Section 17 If a Child Makes a Disclosure to You.

Staff have the right to contact Early Help regarding a child if consent has been given.

Early Help (Leicestershire)	0116 305 8727
Early Help (Leicester City)	0116 454 1004



If staff feel there is an immediate risk of harm to a child and they cannot contact the DSL they can contact the local Social Services team and report the concern.

Leicestershire County Council First Response	0116 305 0005
Leicester City Social Services	0116 454 1004

Staff must contact the Police directly if they believe FGM has been carried out.

Staff must report to the school DSL where they feel there is a child at risk of FGM.

Staff should also contact the Police of Forced Marriage Unit directly if they have concerns.

Forced Marriage Unit	020 7008 0151 <a href="mailto:fm@fco.gov.uk">fm@fco.gov.uk</a>
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Staff can contact the Police directly with concerns of Serious Violence including Radicalisation.

### **Online Safety**

Throughout the Policy it can be seen where the risks a child can be left with online. Within the school there are appropriate filters and monitoring in place. This includes being able to trace which school devices have been used to access information that could be a risk or put the child or others at risk.

Factors that should be considered are

- content: being exposed to illegal, inappropriate, or harmful material; for example, pornography, fake news, racist or radical and extremist views.
- contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images, or online bullying.

Staff must report immediately any concerns or instances where a student may have accessed websites which are deemed a risk.

### **17 - If a Child Makes a Disclosure to You**

If a child discloses a safeguarding issue to you, you should:

- Stay Calm, do not panic and think about your non-verbal communication e.g. body language and facial expression do not show that you are shocked or upset
- Listen to what they have to say and believe them – your role is to listen not try and solve the issue they share
- Allow them time to talk freely and do not ask leading questions
- Reassure the child that they have done the right thing in sharing with someone they feel safe with. Do not tell them they should have told you sooner
- It is important you inform the child that you will need to share the information to seek the best help. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so

Staff should avoid:

- panic
- allow shock or disgust to show in your facial expression, intonation or body language
- probe for more information than is offered
- speculate or make assumptions
- make negative comments about the alleged abuser
- approach the alleged abuser
- make promises or agree to keep secrets

## **18 - Concerned About DSL Response**

If unhappy about the response the DSL or school have taken staff can follow the steps identified in the school's Whistleblowing Policy.

Staff can also report concerns to:

Department of Education	<a href="https://www.gov.uk/contact-dfe">https://www.gov.uk/contact-dfe</a> DfE helpline Telephone: 0370 000 2288 Monday to Friday, 9am to 5p
Ofsted	Email <a href="mailto:enquiries@ofsted.gov.uk">enquiries@ofsted.gov.uk</a> Telephone: 0300 123 1231

NSPCC	Email: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a> Telephone: 0808 028 0285
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## **19 - The Directors**

The Directors are responsible for the approval and implementation of this policy and ensuring it meets the standards identified in Independent School Standards and has the relevant information as identified within the KCSIE 2020.

The directors review the processes in which safeguarding concerns are managed at a regular basis and if of a serious nature immediately. Gemma Thompson is the allocated director to monitor this and to manage allegations against the Head of School

The Directors are responsible along with the Head of School to ensure:

- That policy is effective and implemented by all staff
- A regular review of policy, reviewed annually
- Staff training is provided and up to date
- Any statutory updates are implemented in a timely manner to safeguard and promote student welfare
- Policy is available online or on request

## **20 - Head of School**

At Woldale School the Head of School is the Designated Safeguarding Lead and has a responsibility of ensuring the review of actions taken by the Deputy DSL's. This includes the potential attendance in Multi-Disciplinary-Team meetings which may include social services, police or supporting services such as ADHD solutions or National Autistic Society. The Head of School is responsible for managing staff allegations where they are not involved.

## **21 - DSL**

The Lead DSL is required to:

- Complete external safeguarding training which enables them to investigate concerns raised, updated every two years
- Take all steps identified in this policy to ensure child's safety
- communicate/liaise with relevant external services including Early Help, First Response, CAMHS and Allegations Officer

- communicate/liaise with relevant internal teams including Inclusion, Therapy, SENCO, Curriculum, HR and Directors
- Deliver Safeguarding training to all staff to support them in recognising the various risks children are faced with along with the manner which they can report it.
- Ensures staff are able to contact a DSL or Deputy DSL through the school day
- Keep knowledge and skills updated through e-bulletins and or liaising with other safeguarding leads.

A key role for the DSL and dDSL is to work collaboratively with Multi Agencies, the mapping in 21.1 indicates the core roles/responsibilities that the DSL and Deputies have within the school and who they may work alongside.

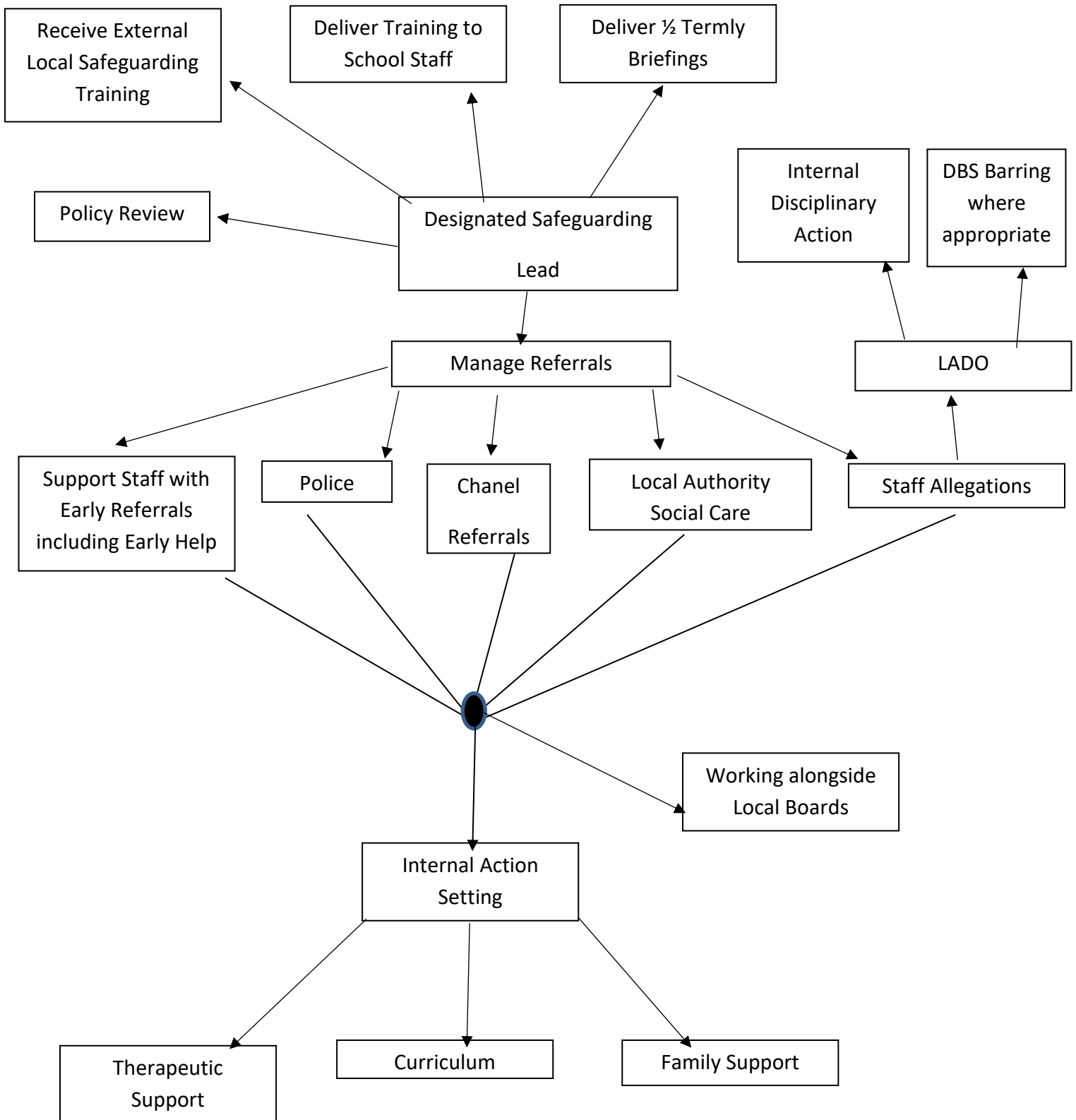
DSL and dDSL can seek further information from the link below to help identify when to call the Police. This further reiterates the information from Working Together to Safeguard Children (link made available).

NPCC <a href="https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf">https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf</a>
Working Together to Safeguard Children 2018 <a href="https://www.gov.uk/government/publications/working-together-to-safeguard-children--2">https://www.gov.uk/government/publications/working-together-to-safeguard-children--2</a>

The Map below identifies that the DSL/dDSL to work in collaboration with the relevant Safeguarding Partners which include the Local Authority and Police. Where necessary the DSL will attend meetings to ensure relevant sharing of information and the implementation of actions and recommendations.

Within the school structure there are monthly Safeguarding meetings held with the DSL and dDSL which include the Director.

## 21.1 Role of DSL



## **Part 3: Recruitment**

### **22 - Safer Recruitment**

Wolfdale school is an equal opportunities employer which seeks to promote the employment of all people including those with disabilities, regardless of gender, race or religious beliefs. Our recruitment process is in accordance with best practice detailed in KCSIE (September 2020)- Part 3 Safer Recruitment and aims to promote our schools SMSC values and policy.

Wolfdale school prevent people who pose a risk of harm by working with children, whether paid by the school or not, from being on site. This is done by performing relevant checks and having a robust recruitment process/policy in place. The school not only adheres to all required statutory responsibilities, but where proportionate and appropriate deeper checks are needed then they will be carried out even where not mentioned in the policy.

All visitors, contractors and volunteers will be supervised by a member of Wolfdale staff who have had their checks completed.

#### **22.1 - Recruitment Process:**

1. Vacancies will normally be advertised internally and /or externally depending on the role and skill set required.
2. All applications must be submitted on the Wolfdale School application form.
3. All applicants that identify themselves as having a disability will be offered an interview if skill set meets person specification.
4. Applications will be reviewed, and suitable candidates invited for interview
5. Applications from unsuccessful candidates will be retained and archived in accordance with documented retention periods.
6. A formal or informal interview will always be conducted; Formal interviews will be the preferred option for all roles, however, an informal interview will be conducted where deemed necessary for the specialism of the role or the candidate. Formal interviews will normally be conducted by at least 2 members of staff, at least one of which will be a senior member of management or school director. Candidates will be interviewed using a single set of questions, with answers documented and rated, to ensure a fair selection of the successful candidate. An informal interview will be conducted by 1 or 2 members of staff which will always again include at least one senior manager or director. An informal interview record will be compiled and retained on file. All interviews will have at least one member of staff who has completed the local authority "Safer Recruitment" training program on the panel. These consist of both senior management and HR admin staff.

7. The applicant will be required to supply information and evidence of their right to work in the UK, their fitness to carry out the duties (mentally or physically) applied for and any other role specific requirements. These will be recorded in the application process, along with any reasonable adjustments necessary for the applicant to carry out their role.

Checks made that render the applicant unsuitable to continue with the employment process will be recorded and held in writing.

8. Successful candidates will receive a conditional job offer in writing via letter or email, the offer will be conditional subject to the receiving of satisfactory references and receipt of a completed Woldale School DBS check. The worker may be able to commence duties before the Woldale DBS certificate and references are received. However, the individual person will be supervised appropriately until all checks are received. None of this impacts on the compulsory requirements for pre employment checks.

9. Woldale will always seek a minimum of 2 references, however in circumstances where only 1 relevant reference is available (e.g. one long term previous employer), consideration will be given to the application and a relevant safeguarding assessment made on a case by case basis. Where a professional second reference is not available an alternative personal reference will be obtained, where possible this will be related to other relevant activities i.e.: voluntary work with sports clubs etc.

10. An enhanced DBS (Annex E) with a barred list check will be carried out for all staff, whether paid or not, all relevant roles will be subject to a prohibition check and Section 128 Direction check where necessary, this includes proprietors, governing bodies, head teacher senior leadership and any teaching positions or leadership. If a conviction is shown on the DBS certificate, the Safeguarding and other risks will be assessed by the management and DSL. If it is deemed that the conviction prevents no current Safeguarding or other risks to the school, students or staff, then the school may choose to still employ the candidate. Where applicable, DSL approval will be retained on file. No member of staff will be employed if there is reason to suspect or believe that they have been barred.

11. All professional qualifications will be verified and Qualified teacher status (QTS) checked through the teacher services system where applicable.

12. Checks will be carried out to confirm their identity – Documents received will include 3 forms of ID such as Passport, driving, utility bill, birth certificate etc.

13. Staff who have worked overseas will be assessed in conjunction with the DSL on a case by case basis as to whether further checks are necessary. Where staff have had casual jobs overseas for example, as part of a gap year, the timescales and nature of the roles undertaken will be assessed and a file note appended to the staff file accordingly. If staff have worked in an education role further checks will be undertaken and / or a file note appended to the staff file as appropriate.

14. Right to work in the UK checks will be carried out in accordance with Home Office regulations and a record of the check and documents retained on file accordingly.

15. All new staff will receive a contract pack with all relevant documentation, school policies for reading covering Health and Safety, Safeguarding, Behaviour, E-safety and Transport, KCSIE -Part 1 and the Safeguarding Code of Conduct together with copy of the Staff Handbook. All new staff will receive Induction, Safeguarding and Prevent training

16. All staff (and trainee staff) including contractors that are engaged in regulated activity, will be added to the SCR whether paid or unpaid, teaching or not. Non-employed staff will follow and have recorded the same safeguarding checks and process as Wolfdale staff. The SCR is held on a spreadsheet and is to be shortly moved to SchoolPod along with all relevant qualifications, training and CPD.

## **22. 2 - Collaborative Agreement**

Wolfdale School has a collaborative Agreement with its outreach provider, High Impact Intervention. This has been implemented to enhance the school environment and pupil experience.

The aims of this collaborative agreement are as follows:

- Share best practice and skills across both organisations
- Seek to support the best interests of individual pupils
- Provide progression for High Impact Intervention staff
- Provide specialist staff for Wolfdale School
- Provide specialist Tutors / Learning Support Workers on a Supply basis

This agreement allows progression and transfer of staff from High Impact Intervention into Wolfdale School. This has the benefit of bringing specialist expertise into the school, as well as assisting pupils with transition. Wolfdale recognises the importance of encouraging students to work with staff they have an existing relationship with, key for pupils with ASD where change induces anxiety, and this staffing agreement enables this continuity to occur. In addition, staff will also be known to us as will their conduct, professionalism and expertise which reduces safeguarding risks. This agreement also allows for the provision of specialist staff to High Impact Intervention on a supply basis.

We have reviewed and are happy with, High Impact Intervention's recruitment policy and procedures. Transferring staff will still be subject to our normal recruitment procedures and safeguarding checks, however they may only require an informal interview and will be able to submit copies of their references obtained by High Impact Intervention. These will be reviewed, and information independently corroborated by ourselves directly with the referees, if these are not available new references will be obtained in accordance with our normal procedures.



### **22.3 - Ancillary Workers**

These are staff who are not employed by Wolfdale School but will be working on site periodically from time to time. These staff will be added to the SCR and be subject to an ID and enhanced DBS check.

### **22.4 - Specialist Service Providers**

These are staff not employed by Wolfdale School but provide specialist teaching or educational services to the school e.g.: Swimming, Forest Schooling, Bike Maintenance etc. During these sessions our students are always accompanied by teaching and/ or support staff. These specialist providers will be subject to an ID and enhanced DBS check and will be required to read the following policies before taking up the role: Health and Safety, Safeguarding, Safeguarding Code of Conduct, KCSIE Part 1 and Behaviour Policy. These staff will be added to the SCR. These staff will be kept updated with revisions of the relevant policies e.g.: KCSIE part 1 revision.

### **22.5 - Volunteers**

To share good practice and expertise and assist with vocational training, from time to time we accept volunteer work placements. They will be over 16, subject to an ID and enhanced DBS check and will be required to read the following policies before taking up the placement: Health and Safety, Safeguarding, Safeguarding Code of Conduct and Behaviour Policy. We will also take one reference for each volunteer placement. A risk assessment would be carried out to establish appropriate supervision. These staff will be added to the SCR for the duration of their voluntary period.

### **22.6 - Supply Staff and Other Temporary Workers**

The school do not use supply staff or other temporary workers however should the need ever arise school will require evidence of the same or equivalent standard of safeguarding checks. Wolfdale school would obtain written notification from any agency or third-party organisation that it has carried out necessary safer recruitment checks that the school would otherwise perform. The persons identification would also be confirmed on arrival to confirm it is the same person.

### **22.7 - Monitoring and Review**

This policy will be reviewed at least annually by the HR and Learning Manager. This policy may also be reviewed and updated following relevant revisions and review of safeguarding bulletins etc.

### **22.8 - Outside Contractors/Visitor**

None of these regulations refer to outside contractors/visitor unless they are involved regulated activity (Annex D). They will not adhere to the recruitment policy and/or requirements. However, they will never be on site unsupervised whilst the students are on the premises. Any contractor involved in the delivery of regulated activity or

regular contact with students will however be required to have DBS check and a barred list check.

## **22.9 - Proprietors**

The Department of education carried out the relevant checks on both the proprietors Gemma Thompson and Tony Blanchard when registering the school.

## **22.10 - DBS**

Staff will be re checked on a 3 yearly basis ensure that their status has not changed. If the school believes or suspects that a staff members suitability to work raises concern all relevant checks will be carried out as if a new member of staff. In line with legal requirement the school will report to the DBS anyone they know to have been given a caution or conviction.

## **22.11 - Recruitment Procedure:**

The documentation used in the recruitment process is:

1. Application Form
2. Referencing Form
3. Application Vetting sheet
4. Staff File Checklist
5. Pre-employment Health Declaration
6. Disqualification by Association Form
7. Policy Sign off Sheet
8. E-safety Acceptable Use declaration
9. GDPR Consent Form
10. Emergency Contact Form

## **Appendix**

Annex A – Dealing with Concerns	Annex B – Early Help	Annex C – HBV, FGM, Fabricated Induced Illness (FI)
Annex D – Regulated Activity	Annex E – DBS Flow Chart	Annex F – Covid 19 Response

### Links/Guidance Used in Creating This Policy

Keeping children safe in education Statutory guidance for schools and colleges September 2020
<b><u>KCSIE 2020 link to be added in September 2020</u></b>
Independent School Standards April 2019 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards- Guidance_070519.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards- Guidance_070519.pdf</a>
Sexual violence and sexual harassment between children in schools and colleges Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads May 2018 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf</a>
Channel Duty Guidance Protecting vulnerable people from being drawn into terrorism 2015 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf</a>
The Prevent duty Departmental advice for schools and childcare providers June 2015

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

Criminal Exploitation of children and vulnerable adults: County Lines guidance  
September 2018

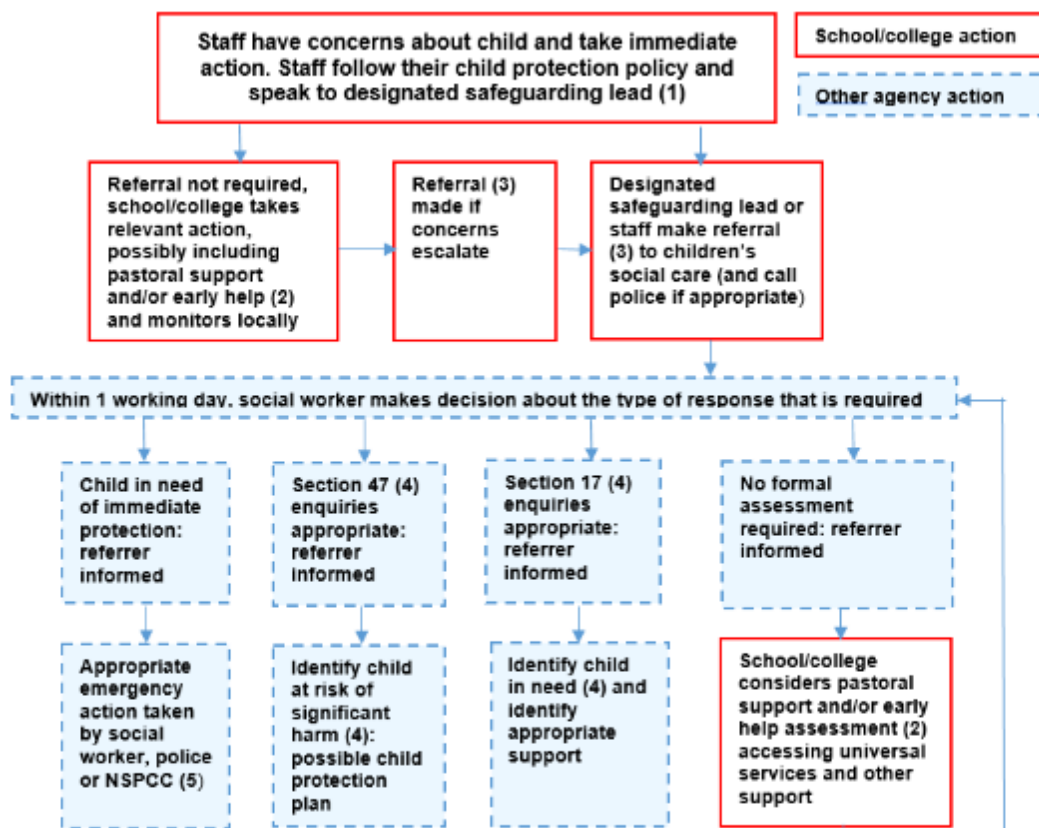
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/741194/HOCountyLinesGuidanceSept2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf)

Sexual violence and sexual harassment between children in schools and colleges  
Advice for governing bodies, proprietors, headteachers, principals, senior  
leadership teams and designated safeguarding leads May 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

## Annex A

### Actions where there are concerns about a child



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

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

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Link to Leicestershire MARF form:

[https://leicestershirecc-self.achieveservice.com/AchieveForms/?mode=fill&consentMessage=yes&form\\_uri=sandbox-publish://AF-Process-5fc464a5-365d-4018-baa8-c81c01a096a5/AF-Stage-4e9d6964-051b-47ec-aacf-](https://leicestershirecc-self.achieveservice.com/AchieveForms/?mode=fill&consentMessage=yes&form_uri=sandbox-publish://AF-Process-5fc464a5-365d-4018-baa8-c81c01a096a5/AF-Stage-4e9d6964-051b-47ec-aacf-)

[48c361b19880/definition.json&process=1&process\\_uri=sandbox-processes://AF-Process-5fc464a5-365d-4018-baa8-c81c01a096a5&process\\_id=AF-Process-5fc464a5-365d-4018-baa8-c81c01a096a5](https://my.leicester.gov.uk/AchieveForms/?mode=fill&consentMessage=yes&form_uri=sandbox-publish://AF-Process-b3fcc6a3-5330-4a67-a460-eea1837a83ef/AF-Stage-e08f28ff-336f-4911-ab41-8cc5c21651ec/definition.json&process=1&process_uri=sandbox-processes://AF-Process-5fc464a5-365d-4018-baa8-c81c01a096a5&process_id=AF-Process-5fc464a5-365d-4018-baa8-c81c01a096a5)

Link to Leicester City MARF Form

[https://my.leicester.gov.uk/AchieveForms/?mode=fill&consentMessage=yes&form\\_uri=sandbox-publish://AF-Process-b3fcc6a3-5330-4a67-a460-eea1837a83ef/AF-Stage-e08f28ff-336f-4911-ab41-8cc5c21651ec/definition.json&process=1&process\\_uri=sandbox-processes://AF-Process-b3fcc6a3-5330-4a67-a460-eea1837a83ef&process\\_id=AF-Process-b3fcc6a3-5330-4a67-a460-eea1837a83ef](https://my.leicester.gov.uk/AchieveForms/?mode=fill&consentMessage=yes&form_uri=sandbox-publish://AF-Process-b3fcc6a3-5330-4a67-a460-eea1837a83ef/AF-Stage-e08f28ff-336f-4911-ab41-8cc5c21651ec/definition.json&process=1&process_uri=sandbox-processes://AF-Process-b3fcc6a3-5330-4a67-a460-eea1837a83ef&process_id=AF-Process-b3fcc6a3-5330-4a67-a460-eea1837a83ef)

Taken from the NSPCC website

Early help can take many forms, such as:

- home visiting programmes
- school-based programmes
- mentoring schemes

(EIF, 2018).

Early help services should be part of a continuum of support which enables practitioners to respond to the different levels of need children and families may experience (DfE, 2018).

It's important that early help services are holistic, looking at the wider needs of the family and how to provide appropriate support.

Why early help is important

Early help can offer children the support needed to reach their full potential (EIF, 2018). It can improve the quality of a child's home and family life, enable them to perform better at school and support their mental health (EIF, 2018).

Research suggests that early help can:

- protect children from harm
- reduce the need for a referral to child protection services
- improve children's long-term outcomes

(Haynes et al, 2015).

Early help can also support a child to develop strengths and skills that can prepare them for adult life (EIF, 2018).

Identifying a child or young person who may benefit from early help

Signs that a child or young person may benefit from early help include:

- displaying disruptive or anti-social behaviour
- being bullied or bullying others
- having poor attendance at school
- being involved in, or at risk of, offending
- having poor general health
- having anxiety, depression or other mental health issues
- misusing drugs or alcohol
- having a particularly challenging relationship with parents or appearing to be unusually independent from their parents
- experiencing difficulties at home, such as domestic abuse, parental substance abuse or parental mental health problems

(Department for Education (DfE), 2018).

## **Annex B**

Some groups of children may be more likely to need early help than their peers. These include children who:

- have been excluded from school
- have special educational needs
- are disabled
- are in care
- are leaving or preparing to leave care
- are young carers
- are young parents (or about to become young parents)
- are experiencing housing issues

(DfE, 2018)

### **Recording Concerns**

It's important to record any concerns you may have about a child, to build up an overview of the child's lived experience so patterns of potentially abusive behaviour can be identified. These records should be shared with your nominated child protection lead who will consider all the available information and decide whether a referral to the local child protection services is necessary.

### **How to make a referral for Early Help**

If you think a child, young person or a family might benefit from early help services, you should:

- keep a written record of your concerns
- inform your nominated child protection lead.

You can also contact the NSPCC Helpline on 0808 800 5000 or by emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk). Our trained professionals will talk through your concerns and give you expert advice.

### **Keeping a written record**

If you think that a child, young person or a family might benefit from early intervention services write down the reasons why you think this type of support could be helpful. It's important to keep a written record of any concerns you have about a child.

#### **Sharing your concerns**

You should share your concerns with your nominated child protection lead. They will look at all the available evidence and decide what to do.

If the nominated child protection lead thinks a child may be at risk of abuse or neglect, they will follow your organisation's child protection procedures immediately.



If they think the child and their family may benefit from co-ordinated support from more than one agency, they can request an early help assessment.

An early help assessment is where a lead practitioner (such as a GP, family support worker, school nurse, teacher, health visitor, and/or special educational needs co-ordinator) makes an assessment of the child's needs. It can only happen with the consent of the child (if they are able to give consent) and their parent or carer.

If the nominated child protection lead thinks the family will benefit from more support from your organisation, they will arrange it. They may ask for your help in arranging this.

Working with the child and their family

Your nominated child protection lead will make arrangements to discuss things with the child and their family. They may ask you to be involved.

When talking to families that may benefit from early help, it's important to:

- be patient and calm. Listen carefully to the child and parent/carer and let them describe the challenges they are facing. Don't try to investigate or quiz the child or parent/carer, but make sure you understand what they're saying
- find out what the child/family would like to happen. Ask what they would like to improve about the situation
- use non-judgmental language
- reassure the child/family that they can get support to move forward with their life
- agree on next steps with the child/young person and family.

The nominated child protection lead must guide all conversations with the child and the child's family.

Having a collaborative approach is key to making sure children and families receive the right help at the right time. Make sure you work proactively with other organisations to identify children and families in need of support and help them access the services they need.

## Annex C

### So-called 'honour-based' violence (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

#### Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

#### FGM mandatory reporting duty for Teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all Professionals to whom this mandatory reporting duty applies.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.<sup>104</sup> Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or

college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

### Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

The following facts are taken from the Home Office website below.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)

## New duty for health and social care professionals and teachers to report female genital mutilation (FGM) to the police

### What is the new duty?

On 31 October 2015 a new duty was introduced that requires health and social care professionals and teachers to report 'known' cases of FGM in girls aged under 18 to the police.

For example, if a doctor sees that a girl aged under 18 has had FGM they will need to make a report to the police. Or, if a girl tells her teacher that she has had FGM, the teacher will need to report this to the police.

### What will happen after the case has been reported to the police?

FGM is a serious crime and the police will need to investigate each reported case appropriately. The police will work with social care professionals to make sure that the girl is safe and her needs are put first.

### Why is it being introduced?

When a girl has undergone FGM, a serious crime has taken place so it is very important that the police are involved as soon as possible. This will make sure that a proper investigation can take place.

The purpose of the new duty is to help make sure that professionals have the confidence to confront FGM and to help increase the number of referrals to the police so that cases can be investigated appropriately.

### What the new duty won't do

It **doesn't mean** that police will take action without consulting appropriately with social care professionals and other relevant professionals.

It **won't require** professionals to report cases to the police where they suspect FGM may have been carried out or think a girl may be at risk. The duty also doesn't apply to women aged 18 or over. Professionals will follow existing safeguarding procedures in these cases.

#### Summary: Mandatory reporting of FGM\*

Duty applies to regulated health and social care professionals and teachers in England and Wales.

Requires these professionals to make a report to the police if, in the course of their professional duties, they:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

\*introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

## Fabricated Induced Illness (FII)

FII is recognised where a parent/carer puts a child under risk through the fabrication of illness.

The document Safeguarding children in whom illness is fabricated or induced (March 2008) highlights that:

1.3 The fabrication or induction of illness in children by a carer has been referred to by a number of different terms, most commonly Munchausen Syndrome by Proxy (Meadow, 1977), Factitious Illness by Proxy (Bools, 1996; Jones and Bools, 1999) or Illness Induction syndrome (Gray et al, 1995). This terminology is also used by some as if it were a psychiatric diagnosis.

1.5 There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

2.6 The following list is of behaviours exhibited by carers which can be associated with fabricating or inducing illness in a child. This list is not exhaustive and should be interpreted with an awareness of cultural behaviours and practices which can be mistakenly construed as abnormal behaviours:

- deliberately inducing symptoms in children by administering medication or other substances, by means of intentional transient airways obstruction or by interfering with the child's body so as to cause physical signs.
- interfering with treatments by over dosing with medication, not administering them or interfering with medical equipment such as infusion lines;
- claiming the child has symptoms which are unverifiable unless observed directly, such as pain, frequency of passing urine, vomiting or fits. These claims result in unnecessary investigations and treatments which may cause secondary physical problems;
- exaggerating symptoms which are unverifiable unless observed directly, causing professionals to undertake investigations and treatments which may be invasive, are unnecessary and therefore are harmful and possibly dangerous;
- obtaining specialist treatments or equipment for children who do not require them;
- alleging psychological illness in a child.

Signs of FII are often recognised within the hospital setting, concerns of FII should be reported to the DSL.

The school would be required to report to the Local Authority Safeguarding Board, organise a multi-disciplinary-team meeting of relevant professionals.

## **Annex D- Regulated Activity**

### **Regulated activity**

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012. HM Government has produced a [Factual note on regulated activity in relation to children: scope](#).

Regulated activity includes:

- a) teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children;
- b) work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers.

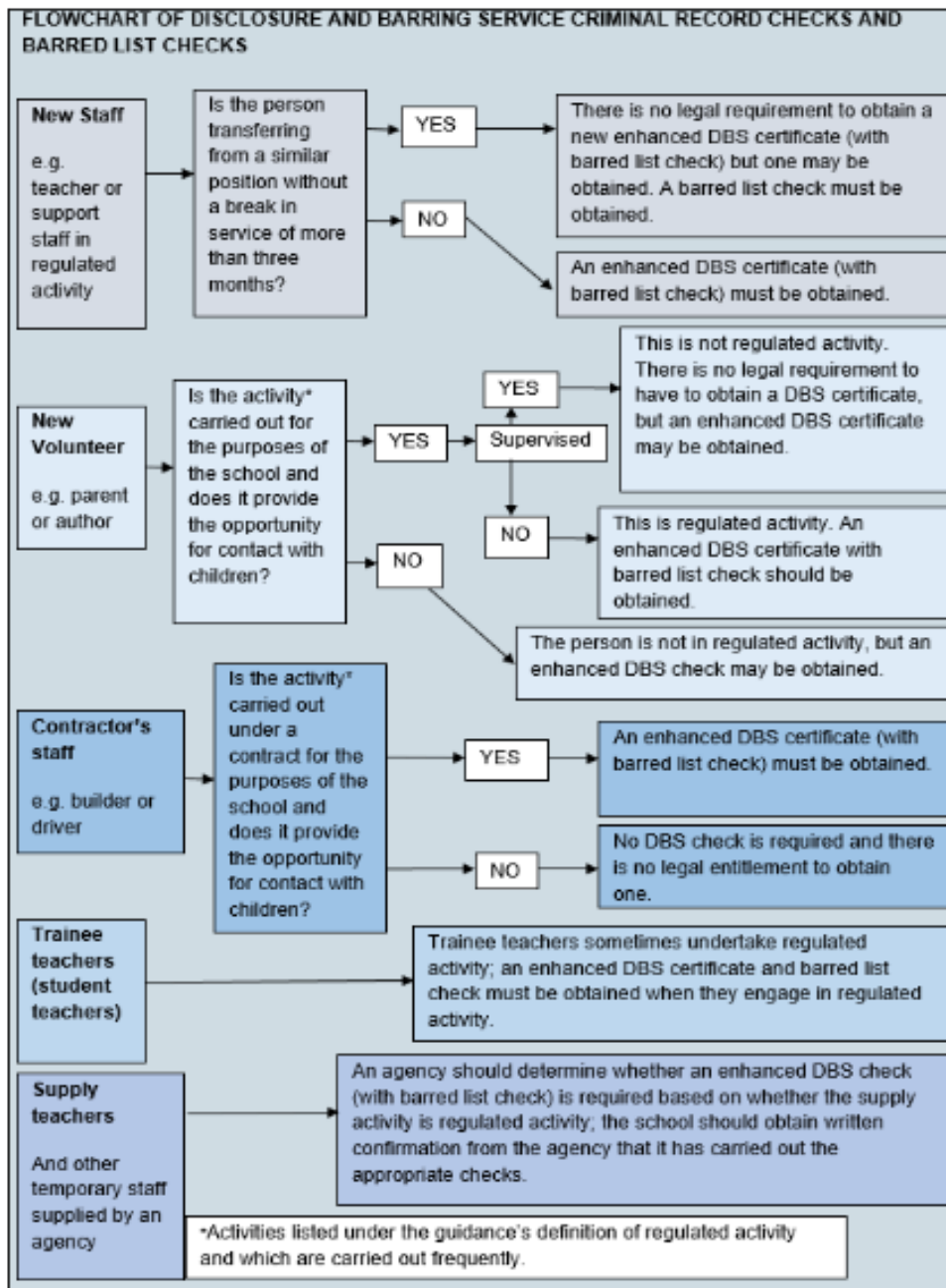
Work under (a) or (b) is regulated activity only if done regularly.<sup>48</sup> Some activities are always regulated activities, regardless of frequency or whether they are supervised or not. This includes:

- c) relevant personal care, or health care provided by or provided under the supervision of a health care professional:
  - personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability;<sup>49</sup>
  - health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

<sup>48</sup> The Safeguarding Vulnerable Groups Act 2006 provides that the type of work referred to at (a) or (b) will be regulated activity if "it is carried out frequently by the same person" or if "the period condition is satisfied". Paragraph 10 of Schedule 4 to this Act says the period condition is satisfied if the person carrying out the activity does so at any time on more than three days in any period of 30 days and, for the purposes of the work referred to at (a), apart from driving a vehicle only for children, it is also satisfied if it is done at any time between 2am and 6am and it gives the person the opportunity to have face to face contact with children.

<sup>49</sup> It is not intended that personal care includes such activities as, for example, parent volunteers helping with costumes for school plays or helping a child lace up football boots.

## Annex E- DBS Chart



## **Annex F**

The current Pandemic has resulted in many children's families and carers to make the decision to self-isolate. As an Independent School and with students with EHCP there is legislative requirements for us to remain open for those of key workers and those most vulnerable.

The school have completed a risk matrix to help identify those who are high priority to offer placement too and those low priority. The risk matrix includes those shielding due to COVID 19.

The school will continue to work alongside safeguarding partners such as social workers, virtual school and the LA to support vulnerable students.

When providing placement during this time the school will complete risk assessments based on the staff, students and environment.

This document is to be read alongside the school Safeguarding Policy

Families and carers who are self-isolating and keeping their child at home.

If staff have a concern with the wellbeing of anybody in the household, they can report this to a DSL or Deputy DSL on the following contacts:

Sachin Dogra <b>DSL Lead</b>	<a href="mailto:sachin.dogra@wolfdaleschool.leics.sch.uk">sachin.dogra@wolfdaleschool.leics.sch.uk</a>	07309642223
Kirsten Gibson <b>Deputy DSL</b>	<a href="mailto:kirsten.gibson@wolfdaleschool.leics.sch.uk">kirsten.gibson@wolfdaleschool.leics.sch.uk</a>	
Joe Walton <b>Deputy DSL</b>	<a href="mailto:joe.walton@wolfdaleschool.leics.sch.uk">joe.walton@wolfdaleschool.leics.sch.uk</a>	07452860930
Simon McMullan <b>Deputy DSL</b>	<a href="mailto:simon.mcMullan@wolfdaleschool.leics.sch.uk">simon.mcMullan@wolfdaleschool.leics.sch.uk</a>	07463940616
Gemma Thompson <b>Safeguarding Governor</b>	<a href="mailto:gemma.thompson@wolfdaleschool.leics.sch.uk">gemma.thompson@wolfdaleschool.leics.sch.uk</a>	07798696697

Information shared to the Deputy DSL's will be shared directly to the DSL Lead and Safeguarding Team. The school will ensure that the Safeguarding Team have sufficient time allocated if is needed by their roles. All safeguarding records will be stored accurately and throughout the lockdown period.



The school recognise that a large risk is with child and family wellbeing in response to this we are:

- completing regular check ins with family/carers to monitor child and family/carer wellbeing
- completing a wellbeing call to students directly
- being extra vigilant about possible mental health and domestic abuse concerns.
- child receiving therapy at school, which is suspended, will receive support from the schools Therapeutic Lead

The school will take actions identified in the Safeguarding Policy where required, this may include possible referral to LA's Children's Services if the school has concerns about pupils who are not attending and cannot be reached, including phone contact and visits.

Due to remote learning and staff working from home, the school have created a "COVID 19 Working from home policy" for this duration. This has allowed the SCR to be kept up to date and accurate. The office staff have emailed the contact details for parents to call if they have a safeguarding concern to raise. Need to check COVID 19 code of conduct GSWP addendum April 2020. (protocols for working from home)

**Related Policies:**

Behaviour Policy, E-Safety Policy, Complaints Policy, Positive Handling Policy, Absconding Policy, SMSC Policy, Anti-Bullying (including Cyberbullying) Policy, Transport Policy, First Aid Policy, Health and Safety Policy, Attendance Policy

**Policy owned by: SD**


**Name:** *Head of school*

**Signature:** 

**Revision Control:**

Revision Number	Page Number/s	Revision explanation	Date of change
1-4		Created	Feb 2016
5		Reviewed	Sep 2017
6		Reviewed	June 2018
7		Reviewed	Jan 2019
8		Reviewed	Sep 2019
9		Reviewed and checked against Independent School Standards and KCSIE 2019 by Head of School and Director	Dec 2019
10		Updated to include CCE, Cyber Crime and updated Annex A	Jan 2020
11		Updated to include Peer on Peer Abuse Actions and Covid 19 Response	April 2020
12		Minor changes- updated email addresses and edited layout	May 2020
13		Updated to include Peer on Peer Abuse Actions and Covid 19 Response	July 2020

14		Updated with KCSIE September 2020	August 2020
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<b>Approved Sign off:</b>			
Sign needed by:	Name	Signed	Date
Head of School	Sachin Dogra		August 2020

**Review Date:** April 2021