

Woodlands Academy



Woodlands Academy Safeguarding and Child Protection Policy

December 2017

Woodlands Academy

Hathaway Gardens

W13 ODH

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Safeguarding (Child protection) Policy 2017-2018

The Safeguarding (Child Protection) Policy applies to the whole School including the Early Years Foundation Stage

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Abbreviations

DBS Disclosure and Barring Service (DBS)

DfE Department for Education (previously DCSF) ESCB Ealing Safeguarding Children Board

EYFS Early Years Foundation Stage

LADO Local Authority Designated Officer

LSCB London Safeguarding Children Board

Safeguarding Statement

Education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse or neglect at an early stage. Keeping Children Safe in Education September 2016 and Working Together to Safeguard Children 2015 puts a statutory responsibility on the Governing Body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

We recognise that all adults at this school have a full and active part to play in protecting and safeguarding the children in our care, and that the pupils' welfare is our paramount concern. We also acknowledge that safeguarding incidents could happen anywhere and staff should be alert to possible concerns arising.

This policy is takes into account the London Safeguarding Children Board Procedures

Aims

- To provide a caring, positive, safe and stimulating environment that cares for the social, physical and moral development of the individual child.
- To provide an environment in which pupils feel safe, secure, valued and respected; where they feel confident and know how to approach responsible adults if they are in difficulties.
- To develop effective working relationships with all other agencies involved in safeguarding children.

Procedures

We will follow the procedures set out by the Ealing Safeguarding Children Board (ESCB) and take account of guidance issued by the DfE to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role
- Ensure we have a nominated governor responsible for child protection
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the designated senior person responsible for child protection and their role
- Ensure all staff, suppliers and volunteers are issued with the most recent copy of the summary of 'Keeping Children Safe in Education'.
- Ensure staff induction includes the school's Child Protection (CP) Policy, Staff Behaviour Code and details of the designated CP lead teacher.

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated child protection lead teacher.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out the school's obligations on the web site.
- Notify social care if there is an unexplained absence of more than one day of a pupil who is subject to a child protection plan.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at case conferences
- Keep written records of concerns about children, even where there is no need to refer the matter immediately
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations
- Adopt and follow procedures where an allegation is made against a member of staff or volunteer and report to the Local Authority Designated Officer (LADO), as appropriate, within 24 hours.
- Ensure safe recruitment practices are always followed by having at least one person on each interview panel who has completed the Safer Recruitment training, following stringent pre-employment vetting checks, ensuring staff are DBS checked at the appropriate level and entered on the Single Central Record (SCR) and references are taken up and kept on file.
- Ensure volunteers are appropriately supervised.

Responsibilities

Governors

1. To have a named governor responsible for looked after children and children subject to a child protection plan.
2. To ensure an annual safeguarding report is completed and submitted to the full governing body.
3. To make at least one focus visit per year to audit child protection procedures.
4. To track child protection data presented at termly governing body meetings.
5. To review the child protection policy annually
6. To participate in training at least every two years

Head Teacher

1. To promote child protection and safeguarding as a priority.
2. To support the designated child protection lead in logging and reporting child protection concerns, ensuring they are able to attend conferences and core group meetings.
3. To support the governing body in their child protection and safeguarding role.
4. To ensure all recruitment is carried out appropriately.
5. To ensure the single central record is maintained and up to date.
6. Ensure all staff, supplies and volunteers are issued with the most recent copy of the summary of 'Keeping Children Safe in Education'.
7. Ensure staff induction includes the school's Child Protection (CP) Policy, Staff Behaviour Code and details of the designated CP lead teacher.
8. To ensure all staff and governors receive approved external training every two years and the designated child protection teachers update their training at least every two years.

The role of the Designated Safeguarding Lead:-

1. To raise the awareness of teachers, support staff and student teachers, of the need for child protection and of their responsibilities in identifying and reporting possible cases of abuse, including child sexual exploitation and female genital mutilation.
2. To provide a systematic means of monitoring children thought to be at risk.
3. To emphasise the need for good levels of communication between all staff.
4. To develop a structured internal procedure to be followed by all members of the school community in cases of suspected abuse.
5. To promote understanding and build relationships with other agencies in order to work together more effectively.
6. To work with the PSHE co-ordinator to promote children's personal, social and health development in ways which foster security, confidence and independence and to work with the ICT co-ordinator to promote e-safety.
7. To develop a network of support which would be made known to staff or parents:- e.g. details of parent support groups; parent networks; relevant telephone numbers.
8. To seek advice from and report cases to social care
9. To monitor the pastoral files, at least termly.
10. To deal with all safeguarding and child protection complaints which are made against staff or volunteers.
11. To build child protection duties into their job description.
12. To attend training at least every two years and keep up to date with changes in legislation.
13. To display the name and role of the DSL clearly around the school to inform parents, staff and agency workers.

All staff and Volunteers:

1. Must have read and signed the safeguarding (child PROTECTION) Policy.
2. Attend annual safeguarding training
3. Be aware of signs of abuse
4. Know what to do in the case that a child makes a disclosure of abuse
5. Follow school child protection procedures
6. Sign and adhere to the school staff conduct policy
7. All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted with or in view of other adults.
8. All staff members of staff understand that they are employed in a 'Position of Trust' and that inappropriate behaviour with or towards children is unacceptable. It is an offence for a person in a position of trust to have a sexual relationship with a child under 18, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment even if s/he does not teach the child. (Sexual Offences Act 2003).
9. If the allegation made to the member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LA, without notifying the Headteacher first.
10. Know and adhere to the whistle blowing policy

Types of Abuse

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. (Keeping children safe in Education, 2016)

Physical Abuse: Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. It isn't accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, slapped or having objects thrown at them. Shaking or hitting babies can cause non-accidental head injuries (NAHI). Sometimes parents or carers will make up or cause the symptoms of illness in their child, perhaps giving them medicine they don't need and making the child unwell – this is known as fabricated or induced illness (FI). There's no excuse for physically abusing a child. It causes serious, and often long-lasting, harm – and in severe cases, death.

Emotional Abuse : The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. (Keeping children safe in Education 2016)

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

Radicalisation: refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Child sexual exploitation: is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A

significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Sexting: sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

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

- psychological
- physical
- sexual
- financial
- emotional

Peer on Peer abuse: Staff should recognise that children are capable of abusing their peers. Different forms of peer-on-peer abuse include, but are not limited to, bullying, cyberbullying, gender related violence and sexting. This could include being sexually touched/assaulted, could also include for boys, being subject to initiation / hazing type violence. The school will seek advice from social care if an allegation of abuse is made against another child, in order to proceed in the most appropriate way.

Recognising signs of abuse

Physical Abuse	<ul style="list-style-type: none"> - Bruising - position of marks - Changes in behaviour or attitude to work - Flinching - Aggressive behaviour - Appearing withdrawn - Reluctance to change clothes - Fear of adults - mistrust - Eating/over/under (obsessive behaviour) - Reluctance to make physical contact - Reluctance to go home - Relationships with peers/adults - Emotions - inappropriate responses - Children always have an unlikely reason for their injuries - Refusal to talk about injury - different accounts of injury - Tell you they've been hit/other source - Frequent absences - Protection of abuser - Show no pain - appear 'hard' - Untreated injuries
Emotional Abuse	<ul style="list-style-type: none"> - Possessive - Aggressive frustration - taking it out on others - Masturbation - Easy target for bullying - Fear - Lack confidence - Attention seeking - Avoidance of eye contact - Learning problems - Self-mutilation - Upset easily - Collecting things - obsessive behaviour - Behaviour problems - Tiredness - Having older peers as friends - Secretive , withdrawn - aloof/catatonic - Few friends - not joining in

<p style="text-align: center;">Neglect</p>	<ul style="list-style-type: none"> - Behaviour problems - Hungry and food content in pack lunch inappropriate - Soak up attention - Unexplained injuries - conflicting reasons given - Clothing in poor condition or dirty - Loners - lack friends (withdrawn - medication) - Medical problems/attention - Stealing - State/quality of person collecting or responsible for child (parent or carer) - Personal hygiene and appearance, skin colour, physique - Thumb sucking (hunger) rocking - Tired/lack of concentration - Inadequate supervision - Crying easily - Absence/lateness - Excuses/lying - Aggression (retaliating) - Depression - low self-esteem - Difficulty contacting parent - Relationships problems
<p style="text-align: center;">Sexual Abuse</p>	<ul style="list-style-type: none"> - Physical signs /marks on body - Pressure marks for being restrained, scratches, bruising, burns, bite marks - Repeated infections - urinary - Imitating sexual acts - Masturbating - Touching themselves/others - Pulling trousers down - knowledge about sexual information - Withdrawn Low concentration - Erratic mood changes - aggressiveness, tears, etc. - Inappropriate sexual awareness – role play - Refusing to stay or go with certain people - Low concentration - change of work produced - Seek physical contact with adult - Inappropriate touching of adults by children/adults and children or fear of “physical contact” with others (flinching) - Signs of discharges on clothing - Blood on underwear - Some not wanting to go to the toilet - Always doing something other than work - Eating problems - over/under eating

What to do when a child makes a disclosure

All concerns should be reported to the designated child protection teacher - or in her absence, the deputy designated child protection lead.

Concerns will be discussed with relevant staff who may have additional information to pool, as soon as is appropriate.

Staff will be released and covered if they need to attend internal or external child protection meetings.

Staff meeting time will be allocated annually to ensure teaching and support staff is

- aware of who to talk to
- confident about reporting concerns
- skilled in identifying concerns

Referrals to outside agencies will usually be made by the designated child protection lead or the deputy designated child protection lead, although in exceptional circumstances, any adult may raise concerns directly with social care.

If a child chooses to tell a member of staff about alleged abuse, there are a number of things that must be done to support the child:

- Inform the DCPL immediately.
- Don't make promises, e.g. to keep secrets.
- Stay calm and be available to listen.
- Listen with the utmost care to what the child is saying.
- Don't "put words in the child's mouth" but note the main points carefully.
- Keep a full record - date, time, what the child did, said etc.; on the school's 'record of concern' form using a body map if appropriate. See Appendix 1.
- Reassure the child and let them know that they were right to inform us.
- Inform the child that this information will now have to be passed on.

All Parents/Carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection policy on the school web site. Reference will be made to it in the prospectus/brochure and home school agreement.

The DSL will ensure a systematic means of monitoring children known or thought to be at risk of harm, they will ensure that we contribute to assessments of need and support plans for those children.

When children leave the school, the DSL will ensure that their child protection file is copied for any new school as soon as possible, but transferred separately from the main pupil file and securely. The original file will be stored securely until the child reaches the age of 25 years.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.

The DSL will ensure a structured procedure within the school, which will be followed by all of the members of school community in cases of suspected abuse.

Our policy and procedures will be reviewed annually and updated by the Governing Body, which will ensure that they are in line with London Safeguarding Children Board's policies and procedures.

The Prevent Duty

Protecting children from the risk of radicalisation is seen as part of Woodlands Academy's wider Safeguarding duties, and is similar in nature to protecting children from other harms whether these come from within their family or are the product of outside influences. Prevent duty is not intended to stop pupils debating controversial issues but to build resilience to radicalisation as we will teach values that will challenge extremist views. Via our PSHE programme pupils will have the opportunity to learn about the dangers of extremism and be able to identify signs of radicalisation. We will provide a safe space where pupils and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

What we will do

- Ensure that governors, staff, parents and students are aware of the increased risk of online radicalisation and assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology
- Be alert to changes in pupil's behaviour which could indicate that they may be in need of help or protection
- When it is appropriate, make a referral to the Channel programme. 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 programme uses a multi-agency approach to protect vulnerable people
- Provide staff with WRAP (Workshop to Raise Awareness of Prevent) training
- Ensure that suitable filtering is in place on our IT system to prevent and ensure that pupils are safe from terrorist and extremist material when accessing the internet in school and whilst using our devices
- Ensure that pupils understand how to stay safe online and provide parents with guidance and advice on how to best to support their children
- Promote British values throughout the curriculum whilst sensitively discussing views and opinions that are contrary to them.

Supportive Agencies

Channel is the multi-agency approach to protect people at risk from radicalisation and aims to: identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; develop the most appropriate support plan for the individuals concerned.

Should concerns require support from other agencies, the following are ways in which terrorism and extremism can be reported:

- **Anti-terrorist hotline: 0800 789 321**
- **Crime stoppers: 0800 555 111**
- **Relevant police force: 101**
- **www.gov.uk/report-suspicious-activity-to-mi5**
- **Channel DfES Helpline 020 7340 7264**

To report any online terrorist-related material: www.gov.uk/report-terrorism

Current Child protection Issues

The list below shows the current child protection issues as referred to by Ofsted (April 2015). We will be vigilant in looking out for signs or symptoms which might indicate that our children are at risk. Relevant staff will attend additional training as appropriate.

- Child sexual exploitation
 - Bullying including cyberbullying
 - Domestic abuse
 - Drugs
 - Fabricated or induced illness
 - Faith abuse
 - Female genital mutilation (FGM)
 - Forced marriage
 - Gangs and youth violence
 - Gender-based violence/violence against women and girls (VAWG)
 - Mental health
 - Private fostering
 - Preventing radicalisation (Staff and governors will attend briefings by the Prevent Team)*
- Sexting
- Teenage relationship abuse
 - Trafficking

Supporting Children

We recognise that a child who has been abused or neglected, who witnesses abuse, or lives in an abusive environment may feel helpless or humiliated. They may blame themselves, have low self-esteem and find it difficult to see the world as a positive place.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows the behaviour of a child in these circumstances may range from that which is perceived to be normal to that which aggressive or withdrawn.

We provide opportunities which equip children with the skills they need to stay safe from harm, and ensure that they know to whom they should turn for help in the following ways:-

- We promote a school ethos that is positive and supportive, which engenders respect for all and values each individual.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service (CAHMS), education welfare service and educational psychology service;
- The PSHE curriculum covers Esafety, Antibullying, Safety in and out of school
- Our Relationships and Sex curriculum teaches children about their bodies and how to keep themselves safe from harm.

Supporting staff

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

We will support such staff by providing an opportunity to talk through their anxieties with the DCPL.

We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document 'Working Together to Safeguard Children' July 2015 provides advice on this and the circumstances that should be avoided in order to limit complaints against staff of abuse of trust and/or allegations of physical or sexual abuse made against staff. These matters form part of staff induction and are referred to in the staff handbook.

We recognise that DCPLs should have access to support and appropriate workshops, courses or meetings as organised by the LA.

Confidentiality

We recognise that all matters relating to child protection are confidential. However, a member of staff must never guarantee confidentiality to a pupil, nor should they agree to keep a secret. Where there is a Child Protection concern it must be passed **immediately** to the Designated Child Protection Lead.

The head teacher or DCPL will disclose personal information, including the level of involvement of other agencies, about a pupil to other members of staff, on a need-to-know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

Safe staff

Checks will be undertaken on all adults working in the school to establish the suitability of a person to work with children corresponding to Ealing Council's Safe Recruitment procedures. Records of these checks will be kept in accordance with Section 3 of 'Keeping Children Safe in Education' DfE 2017

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted with or in view of other adults.

All staff members of staff understand that they are employed in a 'Position of Trust' and that inappropriate behaviour with or towards children is unacceptable. It is an offence for a person in a position of trust to have a sexual relationship with a child under 18, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment even if s/he does not teach the child. (Sexual Offences Act 2003).

Allegations against staff

If an allegation is made against another member of staff, the member of staff receiving the allegation will immediately inform the head teacher or the most senior teacher if the head teacher is not present. The head teacher or most senior teacher will then consult with the Local Authority Designated Officer.

If the allegation made to the member of staff concerns the head teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LA, without notifying the head teacher first.

The school will follow the LA procedures for managing allegations against staff, a copy of which can be found in the office and on the school's network.

Where another body provides services or activities separately, using the school premises, the Governing Body will ensure that the body concerned has appropriate policies and procedures in place in regard to safe recruitment and safeguarding children and a copy of their child protection policy will be kept on file.

The policy for dealing with accusations against school staff and volunteers. Staff will be made aware of the school's policy and procedures for dealing with complaints made against staff and the school's whistle blowing policy and procedures.

Staff will be expected to report to the designated child protection teacher any concerns which they have about the safeguarding practice of colleagues and volunteers. If the complaint is against the head teacher this must be made to the chair of governors.

Mobile phones and camera usage

Appropriate use of mobile phones is essential at Woodlands Academy. The use of mobile phones does not detract from the quality of supervision and care of children.

Practitioners are able to use their personal mobile phone during their break times. During working hours phones must be out of sight, in a secure area accessible only to staff. All staff are made aware of their duty to follow this procedure which is set out in the Staff Code of Conduct. (Also see E-Safety policy for further information).

The Early Years Foundation Stage Framework (2012)

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. The safeguarding and welfare requirements are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence”.

- It is paramount that all children in the school are ‘safe’. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. Children sign the Woodlands Academy promises at the beginning of the year to agree to follow the school’s rules. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.
- At Woodlands Academy we comply with legal welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage (2012).
- We take the necessary steps to safeguard and promote the welfare of children.
- Promote the good health of the children, take necessary steps to prevent the spread of infection and take appropriate action if they are ill at school.
- Manage children's behaviour effectively and in a manner appropriate for their stage of development and particular individual needs.
- Ensure that adults looking after children, or having unsupervised access to them, are suitable to do so and have appropriate qualifications, training, skills and knowledge.
- Organise staffing arrangements to ensure safety and to meet the needs of the children.
- Ensure outdoor and indoor spaces, furniture, equipment and toys are safe and suitable for their purpose.
- Plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. Some of the ways we achieve these requirements are listed below.
- All adults who work with our children receive the appropriate level of DBS check and as part of the induction process discuss with the teacher the need for confidentiality at all times.
- All staff employed by the school undertakes regular Child Protection training and are expected to follow the school guidance when following up a cause for concern.
- Staffing is organised to ensure the safety of the children with appropriate ratios throughout the EYFS.
- All staff are trained to the level appropriate to their responsibility.
- Two practitioners in EYFS are trained in Paediatric First Aid and there is a trained First Aider in the welfare room. Procedures are in place to ensure parents/carers are informed of accidents involving their child.
- Procedures are in place to ensure the security of children and the safe release of children into the care of the parent/carer or an identified adult.
- Routines are in place to support children’s growing understanding of personal hygiene.

- Children's behaviour is managed effectively through the use of a whole school system, which is adapted to the stage and development of individual needs.
- Risk assessments are undertaken and reviewed regularly.
- Premises, furniture and equipment is regularly checked, repaired and washed etc as required.

Record Keeping and Training

It is the responsibility of the DCPL to ensure that all adults in school receive a copy of the policy and follow the school's internal child protection procedures and Ealing Council's record keeping procedures. All child protection records are kept in a secure place away from school files, i.e. a lockable cabinet in the Headteacher's office. It is also the responsibility of the DCPC to make any referrals necessary to Ealing Council's Social Care service via Ealing Children's Integrated Response Service (ECIRS).

All adults who work in schools, whether paid or voluntary, are legally required to participate in child protection training at least every two years. Opportunities will be provided to receive training consistent with London Safeguarding Children Board's standards, in order to develop their understanding of the signs and indicators of abuse, and their knowledge about what to do if they feel a child may be suffering abuse.

Whistle blowing

All staff should be aware of their duty to raise concerns about the attitude and actions of colleagues. (See Whistleblowing policy).

Children who are Looked After

There will be a designated teacher in school, currently the designated child protection lead, who has been trained to promote the educational achievement of children who are looked after.

Staff working with 'Children who are Looked After' should know:-

1. Their exact legal status
2. Contact arrangements with birth parents or those with parental responsibility
3. The child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her
4. Details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Children Absent from School

A child going missing from school is a potential indicator that they are suffering from abuse or neglect, particularly on repeat occasions. We will ensure appropriate safeguarding responses are made to help identify any risk of abuse and neglect including female genital mutilation, sexual abuse or exploitation and to help prevent the risks of their going missing in the future. If staff become anxious about these risks they will immediately seek guidance from social care.

Working with Parents

It is our desire to work in partnership with all parents. The welfare of children is paramount however and it is the school's duty to safeguard all children. When working with parents, staff will need to have a non-judgmental attitude; respect confidentiality; recognise feelings of guilt, shame, betrayal and anger and in appropriate circumstances recognise their duty to contact social care before discussing events with parents. This Safeguarding

policy will be made available on the school's web site and where possible parent information sheets or briefings will be provided on an annual basis.

Vetting Procedures and The Single Central Record

The school keeps a Single Central Record of Recruitment and Vetting checks and a record of ID Checks for all staff, students and volunteers who work or deliver services at the school.

The school will ensure that stringent pre-employment vetting checks are made, which include:

1. Identity checks (only using photo ID)
2. Barred List Check (with DBS Check or separately if appropriate)
3. Enhanced Disclosure & Barring Service (DBS) Check (number)
4. Prohibitions Order check for teachers
5. Verification of the person's right to work in UK
6. Overseas record checks
7. Verification of qualifications
8. Obtaining written references
9. Verification that the person has mental and physical fitness for role

The Single Central Record will include details of:

1. Name
2. Role
3. Organisation
4. DBS number
5. Date of DBS Disclosure
6. Confirmation that the headteacher or a person delegated by them has had sight of this disclosure
7. Confirmation that the headteacher or a person delegated by them has seen proof of identification such as a passport or Photo ID from a statutory agency or organisation contracted by the Local Authority. Copies of disclosures must not be kept on site.
8. For national and external organisations recognised by the LA such as NHS healthcare professionals or LA maintenance teams a formal letter from their organisation that clearly outlines that staff have all received DBS clearance.
9. Prohibition Order checks on teachers

Disclosure and Barring Service (DBS)¹

The school provides regulated activity (children) as set below:

1. Regulated activity includes unsupervised activities e.g. teaching, training, instructing, care or supervision of children or providing guidance or advice on well-being, driving a vehicle for children only.
2. Temporary and maintenance workers are not in regulated activity, it is the school's responsibility to ensure the safety of the children through supervising these staff at ALL time
3. Frequency and intensity comes into play with children. Even if a role is unregulated e.g. volunteer, if they were to be at the school once a week or four times in a month, because of the frequency they would need to have a DBS check carried out, but not a Barred List check.
4. Those roles that used to be in Regulated Activity but are no longer in Regulated Activity (i.e. they are fully supervised) can still have an enhanced DBS check but no Barred List Check.
5. Parent volunteers on school trips need to be supervised at ALL times and it is the school's responsibility to ensure this happens.

Disclosure and Barring Service checks²

These are the types of checks available to those working with children:	What the check involves	Positions eligible for this level of check
Standard check	Check of the Police National Computer records of convictions, cautions, reprimands and warnings	The position being applied for must be covered by an exempted question in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.
Enhanced check	Check of the Police National Computer records plus other information held by police such as interviews and allegations. This information must be relevant to the sector and be approved by the police for inclusion on the certificate.	The position being applied for must be covered by an exempted question in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 and in Part 5 of the Police Act 1997 (Criminal Records) Regulations.*
Enhanced criminal record check with children's and/or adult's barred list information	Check of the Police National Computer records plus other information held by police plus check of the DBS Children's Barred List plus check of the DBS Adults' Barred List.	The position must be eligible for an enhanced level criminal record check as above and be for a purpose listed in Regulation 5 of the Police Act 1997 (Criminal Records) Regulations as able to check the barred list(s).

For staff working in a regulated activity the school will apply for the: Enhanced criminal record check with children's and/or adults' barred list information, check.

For staff (or volunteers work who work frequently) in a regulated activity and are supervised (and as such this could be classed as an unregulated activity) the school will apply for an: Enhanced check.

At Woodlands Academy the expectation is that governors will have an enhanced DBS clearance.

Monitoring and Evaluation:-

Child protection issues will be monitored in general terms by the Safeguarding governor, receiving information from the head teacher. Governors will receive a termly safeguarding report at the full governing body meeting. The policy and procedures will be reviewed annually by the senior management team and the safeguarding governor and where necessary built into the school improvement plan. The review will be reported to governors.

Appendix 1

Dealing With Child Protection Issues

Summary

Follow this route if you have a suspicion or evidence or a disclosure of:

- physical abuse - particularly any unexplained injuries
- sexual abuse
- emotional abuse
- neglect

The person making the referral to the designated child protection teacher completes a referral sheet as soon as possible – see appendix 2.

Report to the designated child protection teacher, on the same day, while the child is still in school.

The designated child protection teacher collects as much information as possible from the staff who know the child

The designated child protection teacher decides if a referral should be made to the Social Services central call centre. The parents may be asked for information in any case which is not about sexual abuse.

Advice might be sought from the Social Services Child Protection Advisory and Consultation Service

If social services have become involved the verbal referral will be backed up by a written one on the standard social services form, which will then be faxed to the appropriate department

The designated child protection teacher will give feedback on any action plan, to the staff involved.

Written referrals and subsequent reports of the event will not be kept in the pastoral file but stored in the locked filing cabinet in the head's office.



The designated child protection teacher and relevant staff will continue working with the parent, if applicable



Support for the child will be planned and delivered



The class teacher and other involved staff will continue to monitor the child and refer back to the designated child protection teacher if applicable

Appendix 2

Child Protection Concern Form

Name of child:		
DOB:	Class:	Date of concern:
Parent/s name:	Contact number:	Home address:
Person filling in form:		Shared with CP officer? Yes No
Observation/ discussion re concern (names, dates etc):		
Action taken:		
Outcomes:		
Follow up:		

If you have a concern about a child please complete this referral form and hand it to the Designated Professional for Child Protection or the Deputy Designated Child Protection Professional.

Appendix 3 Weekly Monitoring form

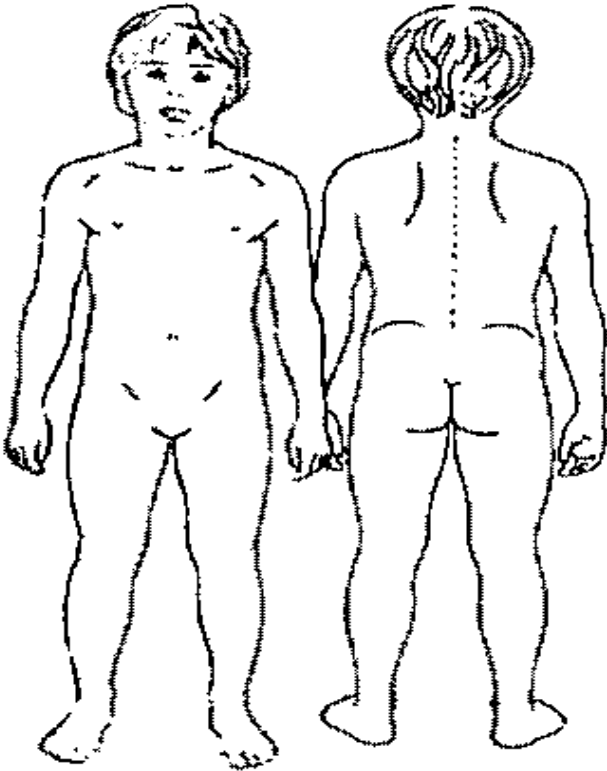
In-School Monitoring Form

Name of Child..... Class.....

	Time arrived	Presentation	Engagement	Other issues e.g. hungry, tired	Signed
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Injury Form

Indicate any injury on the appropriate section of the diagrams below – DO NOT PHOTOGRAPH IT



Describe the Injury :

Date:

Signed: