



CONTEXTUAL SAFEGUARDING POLICY

Contents

1. What is contextual safeguarding?.....	3
2. What is the context at Woodlands Academy?.....	3
3. Managing local risks.....	4
4. How these risks are covered in the curriculum.....	6
5. How we monitor local risks.....	6
6. What we do if we have a concern.....	7
7. Support agencies.....	7

1. What is contextual safeguarding?

Contextual safeguarding is an approach in looking at a child or young person from a holistic perspective with the understanding that neighbourhoods, schools and online can pose risk of violence and abuse towards children and young people. Contextual safeguarding is ensuring children are protected from harm and keeping them safe (physically, emotionally and mentally) by reducing the risk in all parts of their lives. It is a process to ensure that professionals are able to look beyond just the family home environment and recognise risk can arise from other social situations in which children may be exposed to. Using this perspective, professionals at Woodlands Academy are aware that in these situations parents may not have full control of reducing these risks. We aim to reduce this and keep children out of harm as much as possible by working in partnership with our local community and our families. This contextual safeguarding policy is part of the Safeguarding and Child Protection policy.

2. What is our context at Woodlands Academy?

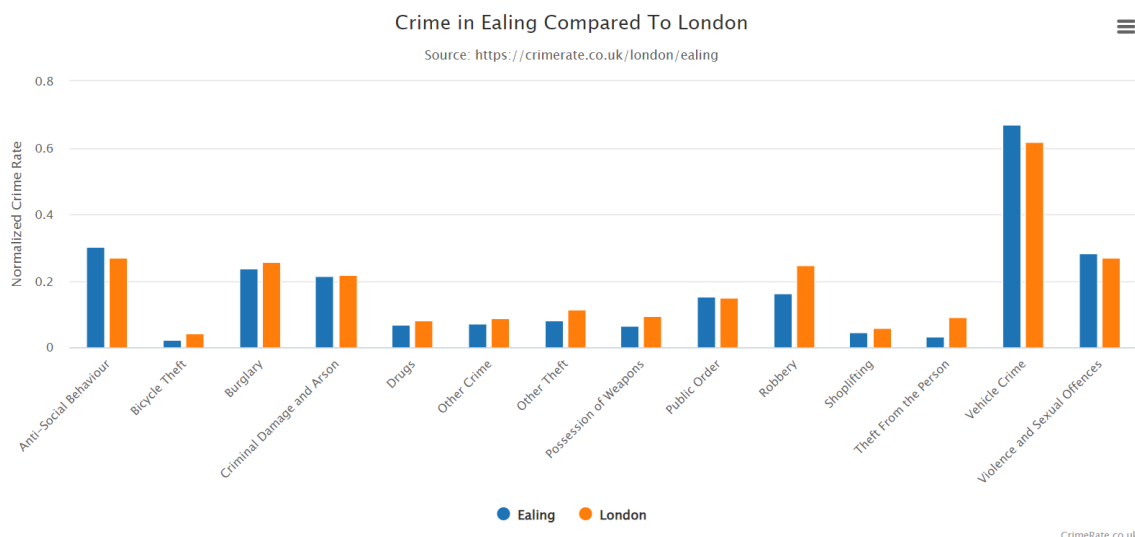
Woodlands Academy is in the borough of Ealing.

According to crimerate.co.uk:

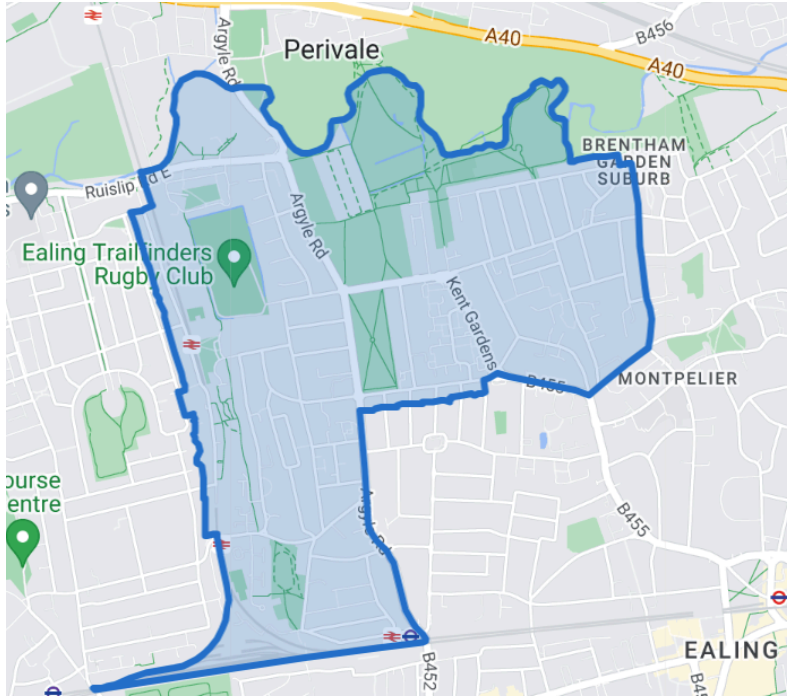
Ealing is among the top 20 safest boroughs in London. The overall crime rate in Ealing in 2022 was 85 crimes per 1,000 people. This compares favourably to London's overall crime rate, coming in 11% lower than the London rate of 95 per 1,000 residents. For England, Wales, and Northern Ireland as a whole, Ealing is among the top 20 safest cities, and the 1,219th most dangerous location out of all towns, cities, and villages.

The most common crimes in Ealing are violence and sexual offences, with 10,091 offences during 2022, giving a crime rate of 30. This is 4.3% higher than 2021's figure of 9,675 offences and a difference of 1.21 from 2021's crime rate of 28. Ealing's least common crimes are possession of weapons, with 137 offences recorded in 2022, a decrease of 6% from 2021's figure of 145 crimes.

[Crime in Ealing Compared To London](#)



Using our postcode to search the MET website, our school is part of the Pitshanger area in Ealing.



In order to ensure we are recognising potential risks within our local community we monitor the MET police website for updates as well as speak to our families. Recent findings show us that:

Gurnell Grove, where many of our children reside, has been identified as a hotspot for antisocial behaviour and violence and sexual offences.

In December 2023, Gurnell Grove has had:

- Seven acts of antisocial behaviour
- Five violence or sexual offences
- Two reports of burglary

Copley Close is another area where many of our families reside.

In December 2023, Copley Close has had:

- Two acts of antisocial behaviour
- Two violence or sexual offences

3. Managing local risks

Gangs/ violence

In the past year, there have been reports of violence in the local parks close to their housing, usually involving older high school pupils.

How we manage this risk: We remind parents to ensure that a supervising adult is with their child at all times when they go to the local parks.

Railway station

We are close to Castlebar Park railway station, which means we have a greater number of people near the school, who may not be part of our Woodlands Community. This may result in increased litter close to

the school entrance, potentially dangerous objects including sharp objects or nitrous oxide canisters. There is a footbridge, which many of our families use, to access the Copley Close development to and from school. In times of bad weather, the steps can be slippery, increasing the risk of slips, falls or trips. .

How we manage this risk: We ensure that our pupils are kept safe by having a member of staff on the gate in the morning to greet pupils and two members of staff on the gate at the end of the day, to ensure that pupils are accompanied by their adult when they leave the school. Our caretaker does a perimeter walk in the morning to ensure that any risks such as objects are identified and dealt with appropriately. We teach the children about safety near roads and railways as part of PSHE lessons and themed weeks. We also ask parents to supervise children over the footbridge to reduce the risk of falling. .

Alleyway

There is an alleyway which runs next to our school car park and forest school area. There is a risk of dangerous items being thrown over the fence into our forest area site.

How we manage this risk: We have put up screening on the fencing between the alleyway and the forest area, to ensure that it cannot be seen from the alleyway. Before any forest school sessions, the leaders ensure that the area is checked and clear of any risks. We also report suspicious or illegal/criminal behaviours to the police and encourage our parents to do so too if they are concerned.

Online safety

As with many young people, our children have access to devices at home, which can increase the risks they are exposed to online. Access to platforms such as YouTube means that children can be exposed to inappropriate content and potentially have contact with people they do not know. Although the age restrictions for social media apps are higher than primary school age, we are aware that some of our pupils have access to social media apps, including (but not limited to) TikTok, Instagram and Snapchat. While there are many positives of pupils using the internet, they could be exposed to inappropriate content and contact with inappropriate sources (including people intending to groom young people or influence them with extreme views- radicalisation).

How we manage this risk: We discuss with our pupils the importance of keeping themselves safe online. To raise awareness of the online risks, we discuss the 4Cs (see below) and the SMART rule with our pupils. Pupils are taught to take care when they are online and ensure that they are behaving appropriately towards others, so they keep themselves safe. We also run workshops with parents about online safety and share information with them on our [online safety site](#), which is accessible through our [school website](#).

4Cs to online safety:

- Content- are you accessing age appropriate information?
- Conduct- are you behaving responsibly towards others
- Contact- do you know who you are talking to online?
- Commerce- are you aware of the hidden costs and advertising in apps/websites?

Missing from care, home and education

When children are missing from these settings, there is a risk that they have no means of support or income, which could lead to high risk activities including possible involvement in crime or becoming a victim of crime (e.g sexual assault or exploitation).

How we manage this risk: Our attendance is closely tracked by the Attendance Team in school. We follow procedures, as outlined in our attendance policy. Our [attendance policy](#) is in line with national government guidance about attendance in schools. If a pupil has been absent from school for three consecutive days and school has not had contact from the family, school staff will do a home visit. If still unreachable, they will be reported to children missing in education (CME).

4. How these contextual risks are covered in our curriculum:

In order to ensure that children are kept safe from the current risks within their local community as well as online here at Woodlands Academy, we teach a variety of lessons to reduce these risks. We teach children to identify unsafe situations as well as teaching children who they can go to if they are worried or scared. Our pupils know that they should speak to a trusted adult to share their concern. Alternatively, they can use the worry box/calm corner in their classroom or write a worry using the Worry Button online. We also have a Safeguarding Team (DSL and two deputy DSLs) who children can speak to.

Our current **PSHE curriculum** teaches children a range of important life lessons including:

- How to be a good friend who is teaching our children valuable life skills such as being kind and caring.
- How to keep safe online
- My body my rules - this is in order to reduce the risk of children being touched inappropriately and that they have full ownership of their own bodies.
- Anti-bullying
- Drug awareness
- Relationship and growing up (RGU) education

Our current **Computing curriculum** teaches children a range of important life lessons including:

- How to keep their personal information safe
- How to behave appropriately online
- What is appropriate content to access
- How to report a concern online

At Woodlands, the Safeguarding Team is aware of these contextual safeguarding issues, as outlined in KCSIE 2023 Part B. Staff receive annual Safeguarding training, informed by Keeping Children Safe in Education (KCSIE 2023). We also ensure staff are informed of local incidents/trends we receive through gatekeeping and this is communicated as necessary and during our staff briefing. We communicate the relevant contextual risks with our families in our 'Safeguarding Spotlight' feature in our fortnightly [Woodlands Bulletin](#).

5. How we monitor local risks:

At Woodlands Academy we are aware that children can be exposed to a variety of things both inside and outside of school. This can include but is not limited to child to child abuse such as 'banter' as well as crime within their local community. In order to ensure we are fully aware of the children's surroundings and potential risks, we regularly check the MET police website for local news, local statistics for crime as well as read and or send SAFE alerts. Safe alerts are sent to local school within our community so we are aware of any risk that could potentially be exposed to one of our children. For example if a man had attempted to persuade a young girl to get into her car. The school would send this alert not only to the police but to local schools in order to be vigilant to potential risk within the local area happening now.

6. What we do if we have a concern:

We follow our normal safeguarding procedures:

- If someone is at immediate risk we will call the police emergency line on 999
- If the risk is not immediate we would report to the police on 101
- If we think a child is at risk of harm we will discuss this with the Designated Safeguarding Lead (DSL)
- Call Ealing Children's Integrated Response Service (ECIRS) and discuss this with parents if we are told it is safe to do so.

7. Support Agencies

NSPCC – Has information on all aspects of safeguarding including contextual safeguarding as well as internet safety. You can contact them on 0808 800 5000 or email them at help@nspcc.org.uk their website can be accessed below:

<https://www.nspcc.org.uk/preventing-abuse/>

Internet matters have lots of useful information in how to keep your child safe online. Their website can be accessed below:

<https://www.internetmatters.org/advice/>

Think U knows, also has great tips on online safety and how to help your child to get the most of the internet. Their website can be accessed below:

<https://www.thinkuknow.co.uk/parents/>

If you would like to know about local crime within our local area to ensure you are kept up to date please visit Met Police website below:

<https://www.met.police.uk/area/your-area/met/ealing/pitshanger/about-us/crime-map>