

SAFE GUARDING POLICY

Date Written: January 2020

By: Kimberley Preston

Review date: March 24

The review date for this policy will be as and when required

We believe everyone has a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them

We will give equal priority to keeping all children and young people safe regardless of their age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation

We recognise that children from minority ethnic groups, disabled and others with additional needs may require additional support to overcome barriers for example communication difficulties or the impact of discrimination.

Keeping Children Safe in Education (September 2022) identifies Safeguarding and promoting the welfare of children as:

• protecting children from maltreatment

• preventing impairment of children’s 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

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Appendix 1

1. **Overview**

The children at Willow Park School all have Education Health & Care Plans which identifies individual diagnosis of learning difficulties and/or disabilities including ASD, and Communication Difficulties. 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

- Identifying their 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’

We recognise and understand that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.

To keep our children safe we will:

* listening to children and respect them
* appoint a nominated child protection lead who takes lead responsibility for safeguarding at the highest level at Willow Park
* writing detailed safeguarding and child protection procedures
* making sure all staff and volunteers understand and follow the safeguarding and child protection procedures
* ensuring children, young people and their families know about the organisation's safeguarding and child protection policies and what to do if they have a concern
* building a safeguarding culture where staff, volunteers and children know how they are expected to behave and feel comfortable about sharing concerns.

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

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

- Prejudice

- Preconceived notions of families and environment

- Pre-conceived notions of the child

The Designated Safeguarding Lead at Willow Park School is:

**KIMBERLEY PRESTON**

**(DIRECTOR/HEADTEACHER/CLASS TEACHER)**

**07742793695 01788 551582**

[**willowparkrugby@gmail.com**](mailto:willowparkrugby@gmail.com)

Any concerns regarding a childs welfare must be reported immediately to the DSL. The DSL completes compulsory external safeguarding training which will enable them to investigate raised concerns and make appropriate action:

* 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
* Deliver Safeguarding training to all staff to support them in recognising the various risks children are faced with along with the manner in which they can report it.

If the DSL can not be contacted or you do not want to contact the DSL for any reason please contact the NSPCC as an alternative source of support and advice if you have any internal concerns regarding a member of staff or how a specific concern has been treated.

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

1. **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.

If staff feel that a family may need a little bit of support they can complete a Pre Early Help Single Assessment Action Plan with the support from the family. Staff must inform the DSL (see Appendix 1 for pre early help single assessment form) If further support is required staff should contact:

[eastearlyhelp@warwickshire.gov.uk](mailto:eastearlyhelp@warwickshire.gov.uk)

If a child has a non urgent concern a MARF (Multi Agency Referral Form) should be completed by staff at Willow Park and sent to MASH. Staff must also notify the DSL.

[mash@warwickshire.gov.uk](mailto:mash@warwickshire.gov.uk)

For More information on the MARF process please visit

<https://www.warwickshire.gov.uk/childrens-social-care/child-safeguarding-procedures-professionals?documentId=645&categoryId=20049>

Together to Safeguard Children (July 2018) identifies all staff should be alert to the potential need for Early Help for children, including 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 antisocial 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

- Sexting

-Teenage relationship abuse

- Faith abuse

- Gender based violence

- has signs of poor mental health

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).

Some groups of children may be more likely to need early help than other children. 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. Their 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.

1. **Signs of abuse**

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

3.1 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 nonattendance and reasons would be explored.

3.2 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

Some children at Willow Park School have social emotional difficulties along with ASD or other learning difficulties. 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 therapeutic sessions which allow for such areas of difficulties to be worked on and approaches to support are shared between staff.

3.3 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 child, 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)

Sexual Harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. This is in reference to child on child 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

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

3.4 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 Willow Park 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.

1. **Child on Child**

The descriptions of abuse above can occur with a child on a child. 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 children to think about their actions and the impact on others. If the abuse continues this will be considered bullying and staff will follow the anti bullying policy and notify the DSL.

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

- child offering items

- child changing their approaches i.e. sometimes close, sometimes distant

- child dictating choices

- child influencing choices

- physical behaviours such as being close, brushing past each other

- physical touch of clothing

Any concerns regarding child on child abuse is to be recorded by staff and the DSL to be notified.

Child on child abuse can take the form of sexual abuse which can include but is not limited too:

* consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
* causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
* Up skirting (which is a criminal offence), which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
* initiation/hazing type violence and rituals

(KCSIE 2023)

* It is important to explain to children that the law is in place to protect rather than criminalise them.lo
* The importance of understanding intra-familial harms, and any necessary support for siblings following incidents
* The need for schools and colleges to be part of discussions with statutory safeguarding partners

Any concerns of this nature are to be reported immediately to the DSL.

Cyber bullying is the use of electronic devices to harm or harass others. It can include name calling, threats, embarrassing or unwanted videos and photos posted online or sent to others. Staff should be aware and identify the bullying and follow the anti bullying policy accordingly.

Nude and Semi Nude images

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple’s AirDrop which works offline. Alternative terms used by children and young people may include ‘dick pics’ or ‘pics’.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

[Sharing nudes and semi-nudes: how to respond to an incident (overview) - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview)

If members of staff are made aware of such images they must:

* Report immediately to the DSL
* Never copy, print, save, share, store images or ask the child to do so.
* Do not delete or ask the child to delete
* Do not do or say anything to blame or shame the child, do not ask about the image. Staff must report to the DSL for them to investigate.
* Do not share any information about the image to others.
* Tell the child that they will be notifying the DSL.

Online Safety

Directors of Willow Park school are responsible for the effective Filtering and Monitoring systems. They will regularly review the effectiveness of school filters and monitoring systems, and will ensure that staff are:

• aware of and understand the systems in place

• manage them effectively

• know how to escalate concerns when identified.

Willow Park School will communicate with parents and carers to reinforce the importance of children being safe online. Schools should share information with parents/carers about:

what systems they have in place to filter and monitor online use

• what they are asking children to do online, including the sites they will asked to access

• who from the school or college (if anyone) their child is going to be interacting with online.

Online Safety – For further information please view our e-safety policy.

1. **Exploitation**

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

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. If staff feel a child is at risk they will notify the DSL immediately.

County Issue

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 2023 it identified indicators of county lines exploitation:

• go missing and are subsequently found in areas away from their home

• have been the victim or perpetrator of serious violence (e.g. knife crime)

• are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs

• are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection

• are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity

• owe a ‘debt bond’ to their exploiters

• have their bank accounts used to facilitate drug dealing.

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.

Child Sexual Exploitation

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

1. **Child Absence**

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 checks 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 together relevant services to address the concerns. There are many other risks that a child may be under if they are missing from education.

Child missing from home or care

Willow Park School has a key role in identifying and reporting children who may be missing from care, home and school. The statutory guidance [Keeping Children Safe in Education 2022](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) provides further guidance for us to consider. Any unexplained absences will be investigated.

Daily calls to the parents/carers of children not attending without a reason are important. We will endeavour to deal with the issue of a child missing from education by taking action to trace children whose whereabouts are not known, for example if they are truanting.

Where a pupil is missing and the staff at Willow Park School are unable to account for that child, we may have information regarding the missing episode that need to be reported directly to the Police. Especially where other outside agencies are involved.

Staff have an understanding of the risks associated with children that go missing. All staff working at Willow Park School are aware of their professional responsibilities and the responses undertaken by the multi-agency partnership. Risks include [child sexual exploitation](https://westmidlands.procedures.org.uk/page/glossary?term=Child+sexual+exploitation&g=2cjN#gl10), trafficking, forced marriage, female genital mutilation and radicalisation is also a risk factor for vulnerable pupils.  We will work with Multi-agency forums and safeguarding organisations to support children who have gone missing.

1. **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 Warwickshire county council.

1. **Honor 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. Staff must report any concerns to the DSL.

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. 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.

1. **Forced Marriage and Domestic Abuse**

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 Safeguarding Policy and Procedures 16 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 [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk)

### Domestic Abuse

Womens aid define domestic abus as an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, in the majority of cases by a partner or ex-partner, but also by a family member or carer. It is very common. In the vast majority of cases it is experienced by women and is perpetrated by men.

Domestic abuse can include, but is not limited to, the following:

* [Coercive control](https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/coercive-control/) (a pattern of intimidation, degradation, isolation and control with the use or threat of physical or sexual violence)
* Psychological and/or emotional abuse
* Physical or sexual abuse.
* [Financial or economic abuse.](https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/financial-abuse/)
* [Harassment and stalking.](https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/stalking/)
* [Online or digital abuse.](https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/online-safety/)

The effects of domestic abuse for children can have short and long term detrimental impacts on children’s health, wellbeing, and ability to learn if they are experiencing domestic abuse at home or within their own intimate relationships.

Domestic abuse has been added to the list of safeguarding issues that all staff should be aware of. The guidance makes it clear that domestic abuse:

• can be psychological, physical, sexual, financial, or emotional

• can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

(KCSIE 2023)

1. **Female 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, 999/101, 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.

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. 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 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.

**11. Radicalisation**

The school is lucky to be based within Warwickshire 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 other children

- 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. 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:

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.

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.

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.

**13. Prevent Duty**

All schools are subject to a duty under section 26 of the CounterTerrorism 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. 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)

Warwickshire Prevent Team [prevent@warwickshireandwestmercia.pnn.police.uk](mailto:prevent@warwickshireandwestmercia.pnn.police.uk)

0800 789 321. Or report online <https://www.gov.uk/report-terrorism>

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
* chools, 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.

• 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 Safeguarding Policy and Procedures 21 Staff at the school complete online training regarding Prevent see link below.

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

**14. 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 regarding staff conduct 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

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 LADO

[lado@warwickshire.gcsx.gov.uk](mailto:lado@warwickshire.gcsx.gov.uk)

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. Low Level concerns will be managed directly with the DSL inline with our Code of Conduct.

Staff at Willow Park School will learn from allegations during the review process and will endeavor to make adjustments when necessary to polices and procedures within the school.

**15. 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. The school complete PEP meetings which allow for the child’s allocated 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.

**16. Confidentiality**

Details of concerns are scanned and stored securely electronically where the access is restricted to the DSL’s only. 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’ deliver whether in person or secure post.

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.

**17. The School Approach**

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 along with the Staff Code of Conduct in the Staff Handbook

- Must read the whole of this Policy

- Must read Part 1 of Keeping Children Safe in Education (September 2022)

- 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 and who the DSL is at the school. Staff should be aware of how to contact the DSL, this can be completed directly or via telephone, numbers are available at the school. Staff will be asked to complete a written sheet with the information this can be on a Cause for Concern 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 within this document.

If a Child Makes a Disclosure to You. Staff have the right to contact Early Help regarding a child if consent has been given.

Click on the clink for more information

<https://www.warwickshire.gov.uk/children-families/early-help-warwickshire?documentId=820&categoryId=20045>

Children and family support team manager – [markroden@warwickshire.gov.uk](mailto:markroden@warwickshire.gov.uk)

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.

Contact 01926 414144 or the out of hours 01926 886922

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 fmu@fco.gov.uk Staff can contact the Police directly with concerns of Serious Violence including Radicalisation.

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

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 https://www.gov.uk/contact-dfe DfE

helpline Telephone: 0370 000 2288 Monday to Friday, 9am to 5p

Ofsted Email enquiries@ofsted.gov.uk Telephone: 0300 123 1231

NSPCC Email: help@nspcc.org.uk Telephone: 0808 028 0285

**18. 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 2023. The directors review the processes in which safeguarding concerns are managed at a regular basis and if of a serious nature immediately.

Kimberley Preston is the allocated director to monitor this and to manage allegations against the School. In the event of the allegation is against Kimberley Preston this will be passed to Oliver Preston to manage.

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

- All directors will also complete regular training on safeguarding and child protection and during an induction process to ensure they are able to keep the polices and procedures effective.

**19. DSL**

The Lead DSL is required to:

- Complete external safeguarding training which enables them to investigate concerns raised at the point of induction, and further 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 staff

- 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 through the school day

- The DSL must review the curriculum to ensure children are taught about safeguarding in terms of, prevention, and support. The curriculum must include LGBTQ+ statutory relationships education/relationships and sex education.

- providing LGBTQ+ children with a safe space for them to speak out or share their concerns with members of staff.

The DSL must consider all the factors inside and outside the school when reviewing information. KCSIE 2023 states Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children. This is a child centered and coordinated approach to safeguarding. With the role of the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

**20. Safer Recruitment**

Willow Park 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 aims to promote our schools SMSC values and policy.

Willow Park 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 staff who have had their checks completed.

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 Willow Park 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 using all information supplied and through online searches, 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, informal interviews 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.
* 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 NSPCC “Safer Recruitment” training program on the panel.

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 application process will be recorded and held in writing.

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 School DBS check. The worker may be able to commence duties before the 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.

Willow Park will always seek a minimum of 2 references, however in circumstances where only 1 relevant reference is available (eg 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 ie: voluntary work with sports clubs etc.

An enhanced DBS 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. 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.

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

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.

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.

All new staff will be given an opportunity to view all relevant documentation, school policies covering Health and Safety, Safeguarding, Behaviour, and KCSIE 2023-Part 1 the Safeguarding policy and staff code of conducts.

**21. Single Central Record**

All staff and contractors that are engaged in regulated activities will be added to the SCR whether paid or not. All staff will be added to the spreadsheet to include all relevant checks and qualification stored within the SCR.

Ancillary Workers

These are staff who are not employed by Willow Park 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.

Specialist Service Providers

These are staff not employed by Willow Park School but provide specialist teaching or educational services to the school eg: Swimming, Forest Schooling, Bike Maintenance etc. During these sessions our students are always accompanied by teaching and/ or support staff.

Dependent on the longevity of their services, these specialist providers may be subject to

* an ID and enhanced DBS check
* 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 may be added to the SCR.
* These staff will be kept updated with revisions of the relevant policies.

**22. 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, 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.

**23. Supply Staff and other temporary workers.**

The school does not regularly use supply staff or other temporary workers however should the need ever arise, the school will require evidence of the same or equivalent standard of safeguarding checks. Willow Park 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.

**24. Outside contractors/visitor;**

None of these regulations refer to outside contractors/visitor unless they are involved in regulated activity. 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.

**25. Monitoring and review**

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.

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

**26. Recruitment Procedure**

The documentation used in the recruitment process is:

1. Application Form

2. Referencing Form

3. Application Vetting sheet

4. Pre-employment Health Declaration

5. Disqualification by Association Form

6. Policy Sign off Sheet

7. E-safety Acceptable Use declaration

8. GDPR Consent Form

9. Emergency Contact Form

**27. Related Policies and Legislation**

* Behaviour Policy
* Health and Safety Policy
* Attendance Policy
* First Aid Policy
* E safety Policy
* Anti-bullying policy
* Positive Handling Policy\*
* Absconding Policy\*
* SMSC Policy\*
* Transport Policy\*

\*To be completed within the first 12 months of opening

Human Rights Legislation

It is clear that being subjected to harassment, violence and or abuse, may breach children’s rights, as set out in the Human Rights Act.

Equality Legislation

The guidance sets out the significance of the Equality Act 2010 to school safeguarding, including that schools and colleges:

• must not unlawfully discriminate against pupils because of their protected characteristics

• must consider how they are supporting pupils with protected characteristics

• must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.

**28. Up dates of the policy**

|  |  |  |
| --- | --- | --- |
| **Date** | **Changes? Add details** | **Approved by?** |
| **Feb 21** | **None** | **K Preston** |
| **Review June 22** | **None** | **K Preston** |
| **September 22** | **Added link to Early Help forms online** | **K Preston** |
| **March 23** | **Domestic Violence**  **Online e-safety policy**  **Role of DSL**  **Recruitment process-online searches**  **Peer on peer- to child on child** | **K Preston** |
| **July 2023** | **County Lines**  **Nude and semi nude images** |  |

**29. Links/Guidance used in creating this Policy**

Keeping children safe in education Statutory guidance for schools and colleges September 2019 <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf>

Independent School Standards April 2019

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards-_Guidance_070519.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>

Channel Duty Guidance Protecting vulnerable people from being drawn into terrorism 2015

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf>

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>

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/863323/HOCountyLinesGuidance_-_Sept2018.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>

Guidance for safer working practice for those working with children and young people in education settings (May2019)

KCSIE 2023

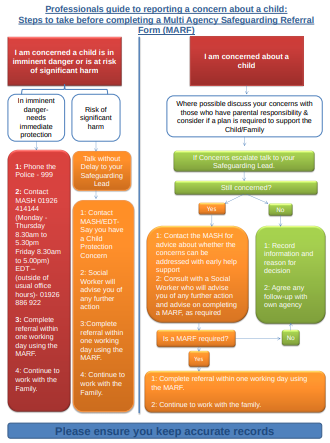
<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf>

Useful Website

<https://www.warwickshire.gov.uk/childprotection>

<https://learning.nspcc.org.uk/safeguarding-child-protection-schools/>

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Appendix 1

[Early Help in Warwickshire – Warwickshire County Council](https://www.warwickshire.gov.uk/children-families/early-help-warwickshire/2?adlt=strict&toWww=1&redig=5991983BB39F4DA9B879F9F40606DF9B)

Early help documents available online see link above.