

FOX WOOD SCHOOL



CHILD PROTECTION POLICY

Headteacher: Miss Lucinda Duffy

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Safeguarding Information Sheet

Safeguarding Team

Lianne Buchanan (DSL)	
Louise Messham (Deputy DSL)	
Lucinda Duffy (Head Teacher)	
Rachael Johnston (Pastoral Support Officer)	

Safeguarding Governor

Trish Chapman

Important Contacts

(Please remember to speak to a member of the safeguarding team should you have any concerns – if it is a concern about FGM it is ***your*** responsibility to call 999)

Organisation	Contact Number
Children's Social Care	01925 443400
Education Safeguarding Team	01925 442928
Adult Social Care	01925 444239
Adult Safeguarding Team	01925 444078
Out of Hours Safeguarding team	01925 444400
LADO – Fiona Cowan	01925 443101
LADO – Becki Byron	01925 443102
NSPCC Whistle Blowing Advice Hotline	0800 028 0285
Concerns about FGM	999
Forced Marriage Unit	020 7008 0151
Local Prevent Co-Ordinator – Amber Jones	01606 362 147 07920 220734 prevent@cheshire.pnn.police.uk
Modern Slavery Helpline	08000 121 700 www.unseenuk.org
Crime Stoppers	0800 555 111

PHILOSOPHY

Child protection is the responsibility of all people who work with children, and schools do not operate in isolation but within the framework of multi-agency collaboration.

It is recognised that, statistically, pupils with behavioural difficulties and disabilities are most vulnerable to abuse and school staff who work with such pupils need to be particularly sensitive to signs of abuse. As a result of their day to day interaction with pupils, staff are well placed to observe these signs, changes in behaviour or failure to develop. Such signs may give rise to suspicion, but no more. They are not proof in themselves that abuse has occurred. Many of our pupils use specialist equipment including wheelchairs and standing frames and occasionally this equipment may also cause marks and staff are aware of this and should be observant.

This policy should be read in conjunction with the Safeguarding Policy.

AIMS

The aim at Fox Wood School is to raise awareness of Child Protection issues and to deal effectively with them. All of our pupils have learning difficulties and many have physical difficulties, these can provide additional barriers when recognising abuse and neglect.

At Fox Wood, Mrs Lianne Buchanan (designated person) is responsible for co-ordinating action within the school, and liaising with other agencies. She is kept informed of the names of pupils with a 'Child Protection Plan'. The designated person will follow Warrington Safeguarding Unit procedures, and refer Child Protection issues to the local Children's Social Care Services (CSC) or the police (who are the investigative agencies in such cases). If unsure, school can seek advice from CSC or the Local Authority's safeguarding officer. Where the information to date is inconclusive the class team will be asked to continue to record information on CPOMS in order to monitor the situation.

The Headteacher, or Miss Louise Messham will deal with child protection duties in 'emergency' situations when Mrs Buchanan is unavailable. Mrs Trish Chapman is the governor with specific responsibility for safeguarding, including child protection.

ABUSE

There are four recognised categories of abuse:

1. Neglect
2. Physical injury
3. Sexual abuse
4. Emotional abuse

POSSIBLE INDICATORS OF ABUSE

Signs and Symptoms

This list is not intended as a checklist but to alert staff to a cluster of concerns and to identify several 'symptoms' which may be indicators of abuse. It should be remembered that the presence of such symptoms does not always indicate that the child has been abused.

1. Physical Abuse

- I. Unexplained or inconsistently explained bruises and welts:
 - On face, lips, mouth (especially in both eyes; or on a non-ambulant child).
 - On torso, back, buttocks and thighs of differing ages.
 - Clustered, forming regular patterns.
 - Reflecting shape of article used to inflict.
 - On several different areas.
- II. Unexplained burns:
 - Cigarette, especially on soles, palms, back or buttocks.
 - Immersion burns/scalds (sock-like, glove-like).
 - Patterned - electric iron, etc.
- III. Unexplained fractures:
 - To skull, nose, facial structure, ribs.
 - In various stages of healing.
 - Multiple or spinal fractures.
- IV. Unexplained lacerations or abrasions:
 - To mouth, lips, gums, eyes.
 - To external genitalia.
- V. Behaviour Indicators:
 - Wary/watchful of adult contact.
 - Behavioural extremes, aggressive/withdrawn.
 - Afraid to go home.
 - Reports abuse.

2. Neglect

- I. Physical Indicators:
 - Persistent hunger.
 - Poor hygiene/inappropriate dress.
 - Persistent lack of supervision.
 - Unattended physical problems, medical needs.
 - Abandonment.
- II. Behavioural Indicators:
 - Begging, stealing food, gorging.
 - Fatigue.
 - Attention seeking, poor school attainment.
 - Unresponsive.

3. Sexual Abuse

- I. Physical Indicators:
 - Itching, soreness, discharge, bleeding
 - Pain in passing urine, repeated urinary tract infections.
 - Injuries to genital area.
 - Faecal soiling, rectal bleeding.

- Sexual transmitted disease.
- Pregnancy (in teenagers, with unwillingness to name the father).
- Psychosomatic features, abdominal pain, headaches.
- Running away.

II. Behavioural Indicators:

- Sexualised play.
- Inappropriate sexual knowledge.
- Fear of undressing, routine medicals.
- Regressive behaviour and mood changes.
- Fear of adults.
- Sleep disturbance, altered eating patterns.
- Reduction in concentration.

4. Emotional Abuse

I. Physical Indicators:

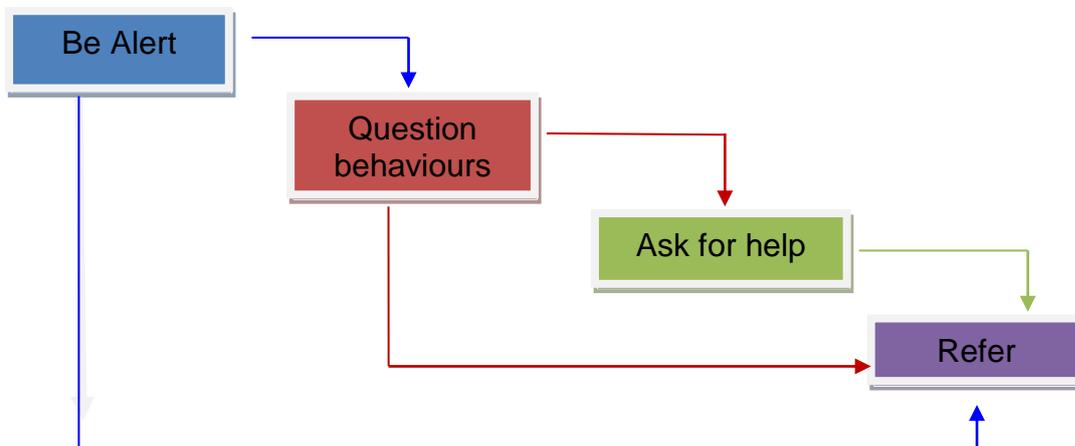
- Failure to thrive

II. Behavioural Indicators:

- Habit disorders (sucking, biting, rocking)
- Conduct disorders (anti-social destructive).
- Behavioural extremes, passivity/demanding/aggressive.
- Regressive behaviour.

WHAT TO DO IF YOU HAVE CONCERNS

- There are four key steps to follow to help staff identify and respond appropriately to possible abuse and/or neglect



It may not always be appropriate to go through all four stages sequentially. **If a child is in immediate danger or is at risk of harm, you should refer to children’s social care and/or the police.** Before doing so, staff should try to establish the basic facts. However, it is the role of social workers and the police to investigate cases and make a judgement on whether there should be statutory intervention and/or a criminal investigation. School staff should record, on CPOMS, all concerns and discussions about a child’s welfare, the decisions made and the reasons for those decisions.

The first step is to be alert to the signs of abuse and neglect then to understand the procedures you need to follow.

If a child reports that they are being abused and/or neglected, you should listen to them, take their allegation seriously, and reassure them that you will take action to keep them safe. It is important to maintain confidentiality, but you should not promise that you won't tell anyone, as you may need to do so in order to protect the child.

You should discuss your concerns with the Designated Safeguarding Lead (DSL). If you have concerns about the safety or welfare of a child and feel they are not being acted upon by your manager/designated safeguarding lead, it is your responsibility to take action. The Education Safeguarding Team contact details are available on the noticeboard in the staff room.

If you believe that a child may be a child in need, or that a child is being harmed or is likely to be, a referral should be made immediately to children's social care. This referral can be made by **any practitioner in exceptional circumstances**, such as an emergency or a genuine concern that appropriate action has not been taken. The number to contact is Children with Disabilities on 01925 442428. The referral will **usually** be made by a member of the Safeguarding Team.

PUPILS WITH A CHILD PROTECTION PLAN

Children's Social Care Services must inform the school when a pupil has a Child Protection Plan. The school must pass this information immediately to the new school if a pupil transfers. Once a pupil no longer has a Child Protection Plan, records are kept for seven years and a note is placed on the pupil's file on CPOMS.

CHILD PROTECTION CASE CONFERENCES

Reports prepared for child protection conferences follow Warrington Borough Council's set proforma (see appendix A). Such reports should be objective and based on evidence, and will be completed by staff working with the child. An aide memoire is available on the network to support staff to write this.

At the meeting, it may be decided to add a pupil's name to the list of children who have a Child Protection Plan. A Child Protection Plan is a written record of how a pupil will be kept safe. More conferences will follow to make sure what is decided in the plan actually happens.

The Deputy, Headteacher or Pastoral Support Officer will attend child protection conferences in order to share this information with other professionals. The child protection report will be e-mailed prior to the conference, twelve copies taken and a copy shared with parents before the day of the meeting.

LOCAL SAFEGUARDING PARTNERSHIP

"Working Together to Safeguard Children 2018" reflects changes in the law, including the Children and Social Work Act (2017). There is now a requirement for local safeguarding partnerships to replace Local Safeguarding Children Boards. These partnerships are made up of the local authority, health commissioners and the police.

The guidance says that 'local safeguarding partners should make arrangements to allow all schools in the local area to be fully engaged, involved and included in the new safeguarding arrangements'.

SAFEGUARDING CHILDREN TEAM

The Safeguarding Children Team's responsibilities include keeping a list of pupils who have a Child Protection Plan for the Warrington area and collecting statistical information. They work in partnership with other agencies to develop policies and procedure and to provide training on safeguarding matters. One of the main responsibilities for staff on the unit is to chair Child Protection Case Conferences.

The unit also ensures that all pupils who are looked after by the local authority (Children in Care) have regular review meetings and to check that the care plan is meeting their needs.

EDUCATION SAFEGUARDING TEAM (EST)

This team supports schools to safeguard vulnerable young people. They can be contacted for advice, information and support when dealing with safeguarding and child protection issues. In exceptional circumstances, the member of staff is able to contact the EST themselves – the email address is available on the staff room notice board and phone number is detailed above. Regular newsletters are received from the EST and these are shared with staff.

EVERY CHILD MATTERS

The Children Act 2004 is the legislation basis on which reform of children's services has been based. Children and young people told the government that five outcomes are key to well-being in child health and later life. These five outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achievement and economic well-being

It is clear that no single agency can ensure that pupils are achieving their outcomes, meaning that all agencies must work together to co-ordinate and deliver services to families. Stakeholders from across Children's Services have collaborated to agree a model for integrated, multi-disciplinary working to support pupils and young people in achieving the Every Child Matters five outcomes.

EARLY HELP

This means providing support as soon as a problem emerges. An early help assessment can be undertaken by any professional who should provide support to the child and family, act as an advocate and co-ordinate the delivery of support services. It is completed in partnership with the family and a range of organisations in order to create a package of support. Staff at Fox Wood may be required to support other agencies and professionals in an Early Help Assessment and may, in some cases, act as the lead professional.

The Family Support Model has been developed to assist in multidisciplinary working, acting as a guide for all professionals who work with children, young people and families. The model aims to:

- Provide a framework for co-ordinated multi-disciplinary working to support children and young people in achieving the five outcomes.
- Focus on the early identification of children and young people with additional support needs and provide appropriate, timely and co-ordinated interventions.
- Minimise duplication in service delivery while maximising the efficiency of local resources.

- Promote a shared responsibility between all services working with children and young people to meet their needs.
- Create a common language and clear procedures for integrated working across all services.
- Recognise that children/young people and their families have differing levels of need and that services, from preventative through to child protection, should be developed to meet those needs.

As all of our pupils at Fox Wood have SEND, there are many pupils who might benefit from early help. We endeavour to involve the pupil in the assessment wherever possible.

The model sets out four levels of help depending on how much support is needed from universal (Level 1) to intensive support (Level 4).

Through working to these aims, all services across Warrington should be able to ensure that all children and young people are able to achieve the five outcomes. Full details can be accessed on www.warrington.gov.uk

An important element of safeguarding is for agencies to work together to safeguard and promote the welfare of children. This is in greater detail in 'Working Together to Safeguard Children 2018' and "Keeping Children Safe in Education, 2019".

The Pan - Cheshire Multi- Agency escalation procedure is in place for resolving inter- agency professional challenges when working with children and families. If staff feel that a practitioner or agency is not acting in the best interests of the child, young person or family, they have a responsibility to respectfully challenge the practitioner or agency and escalate that concern if resolution is not achieved.

The process involves up to 4 steps to be completed:

Step 1- professionals resolving disadvantages

Step 2- safeguarding leads/ line manager involvement

Step 3- LSCB board members involvement

Step 4- LSCB chair involved

PEER-ON-PEER ABUSE

Peer-on-peer abuse features physical, emotional, sexual and financial abuse of a child/young person by their peers.

There are many forms of abuse that may occur between peers and these are described below and followed by sections giving advice and support on action to be taken in relation to both the victim and the perpetrator of the abuse. It should be noted that there can be considerable overlap between different types of peer-on-peer abuse.

Physical abuse may include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm to another person. It is important to understand why a young person has engaged in such behaviour (including whether it has happened accidentally) before considering the action or punishment to be undertaken.

The term "prejudice related bullying" refers to a range of hurtful behaviour, (physical, emotional or both) which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society. In particular, prejudices are to do with disabilities and special educational needs, ethnicity, cultural and religious backgrounds, gender, home life and sexual identity.

Girls and young women are more frequently identified as those who are abused by their peers whereas boys and young men are more likely to be identified as abusers. However, boys and young men may be victims of neighbourhood gangs. Males and females experience peer on peer abuse in gendered ways.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, sexually touching another or sexual assault/abuse.

Cyberbullying includes the use of phones and computers/electronic devices to harass, threaten or intimidate someone and it can include: instant messaging; e-mail; chat rooms; or social networking sites such as Facebook and Twitter. It may constitute a criminal offence under the Sexual Act 2003. Outside of the immediate support young people may require in these instances, the school may have no choice but to involve the police to investigate these situations.

SEXTING

In cases of sexting the following guidelines should be consulted:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439KG_NCA_Sexting_in_Schools_WEB_1_.PDF

BULLYING

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

Bullying behaviours cause harm or upset to others, these behaviours may be passive or aggressive but to be considered bullying, must be purposeful and persistent with the intent to cause harm, physically or emotionally.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose. Further detail is in the Anti-Bullying Policy. An allegation of peer on peer abuse will be addressed through the same process as any safeguarding issue. Advice should be sought from the DSL and information should be gathered as soon as possible to ascertain the true facts.

RESPONSES

Parents of both parties will need to be informed after advice has been received from the police or social care if applicable.

For the young person who has been harmed

The appropriate support required depends on the individual young person. It may be that they wish to seek counselling via their GP or one-to-one support from a familiar staff member. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends, in which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships

with other young people or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class for example a speaker on cyber bullying, relationship abuse etc. It may be that through PSHCE certain issues can be discussed and debated at an appropriate level.

For the young person who has displayed harmful behaviour

In this circumstance it is important to find out why the young person has behaved in a harmful manner. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through Early Help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour.

After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Regular reviews with the young people following the incident(s) are imperative.

At Fox Wood a "Safeguarding Policy for pupils" is in place, so that they are aware who to talk to if they are being bullied, hit etc. There are also signs around the school stating that pupils can go to see the Head or Deputy if they are worried.

At Fox Wood we deal with a wide range of behaviours on a day to day basis and these are dealt with via school based processes. These are outlined in the following policies:-

- Behaviour
- Anti-bullying
- Positive Handling

We also act to minimise the risk of peer on peer abuse by ensuring we provide a safe environment, promoting positive standards of behaviour and providing safeguarding information through the curriculum via PSHCE and other curriculum opportunities.

RECORDING AND MONITORING

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a pupil, the status of such records and when they should be passed over to other agencies. The Safeguarding Team liaises with other agencies involved by monitoring the progress of pupils placed with a Child Protection Plan, by submitting reports to social care departments and case conferences, and by being present at child protection conferences. All staff involved have a professional responsibility to share relevant information, and such child protection information is held securely within CPOMS. The school recognises that it is an agent of referral and not of investigation.

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the pupil.

CPOMS is our software application for monitoring child protection, safeguarding and a range of pastoral and welfare issues. Working alongside the school's existing safeguarding processes, CPOMS helps with the management and recording of child protection and much more potentially. Every member of staff in school has an obligation to report any concerns which they may have. CPOMS allows them to record information in a central repository and have relevant people alerted immediately. The Safeguarding Team will be able to build a chronology around a pupil and can produce reports for Case Conferences, Governors etc.

The chronology around a pupil is built automatically and trends are much easier to spot than they would be on paper. Members of staff from across school can add information to CPOMS allowing the Safeguarding Team to take appropriate follow up action and it can be tailored to meet our school's exact needs.

Records will be kept for 7 years after the pupils 18th birthday.

If a pupil leaves Fox Wood School, their Child Protection files must be transferred as soon as possible and we must ensure secure transit and confirmation of receipt (Keeping Children Safe in Education 2019). If the receiving school also uses CPOMS, this information can be accessed by them electronically.

GOVERNORS

The Governor with responsibility for Child Protection is Mrs Trish Chapman, and she meets half termly with identified members of the Safeguarding Team. The governing body has an overarching role in ensuring that all policies, procedures and training are effective and comply with the law. Governors receive a written termly safeguarding report from the DSL.

TRAINING

All staff should take part in in-service training courses which lead to a greater understanding of the signs and symptoms of child abuse. They also need to be familiar with Warrington Safeguarding Children Board and Children's Social Care procedures for dealing with individual cases. Mrs Buchanan has access to the Warrington Area Child Protection Committee Manual of Procedures and Warrington Borough Council's manual for Training Primary and Secondary staff in Child Protection. Recognition should also be given to the roles and responsibilities of other agencies. The designated person for child protection will continue to attend training relevant to her role and staff may discuss any child protection concerns they may have with her.

- The Child Protection Co-ordinator attends 1 day appropriate training annually and more frequently when changes of procedure require it, or appropriate training is provided.
- All staff, who are in contact with pupils receive training and information in child protection annually, and more frequently when changes in procedure require it. Updates are regularly provided.
- Anyone joining the school staff will be fully briefed in their induction regarding child protection and safeguarding procedures.

RECRUITMENT OF STAFF

Checks on staff alone will not prevent harm to children. However, checks on staff who work with pupils are part of the landscape of safe practice to ensure that children are kept safe and help to deter, reject or identify people who might abuse children. Schools need to have robust record keeping in place to demonstrate that the safeguarding of children is secure. Fox Wood follows the LA Vetting and Safe Recruitment Policy. All staff at Fox Wood have had an enhanced DBS which includes barred list information and more recently recruited staff have

undergone an interviewing process in line with the Bichard recommendations. All new teachers undergo a Prohibition Order check. This information is stored on the Single Central Record (SCR). The Headteacher, Deputy Headteacher, chair of governors and admin manager have attended safer recruitment training.

Temporary, supply staff and volunteers are made aware of the lead person for Child Protection and Safeguarding, and this information is also around the school. Volunteers also undergo an enhanced DBS check and two references are requested.

ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

When an allegation is made against a member of staff or volunteer to the Headteacher, suspension should not be automatic as this would be distressing for the accused person and disruptive for the school. The head should take account of the seriousness and plausibility of the allegation, the risk of harm to the pupil and the possibility of tampering with evidence, as well as the interests of the person concerned and of the school. Concerns about another member of staff are made to the Headteacher (Keeping Children Safe in Education, 2019) and advice should be sought from the Local Authority Designated Officer (LADO). Concerns about the headteacher should be discussed with the Chair of Governors.

If an allegation is made that a professional who is caring for a child has abused them in any way a meeting will be held. Professionals from different agencies will meet to discuss concerns and decide what should happen. These are called "Abuse by Carers" meetings.

The safeguarding unit will chair the meetings and make sure that what is decided is carried out.

In order to safeguard themselves against allegations of abuse, staff should be aware of the following:

- Welfare of the child is paramount (Children Act 1989).
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work in an open and transparent way.
- Staff should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise to concern.
- Records should be made of any such incident and of decisions made/further actions agreed, in accordance with school policy for keeping and maintaining records.
- Staff should apply the same professional standards regardless of gender or sexuality.
- All staff should know the name of their designated person for child protection, be familiar with local child protection arrangements and understand their responsibilities to safeguard the protect children and young people.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- Staff sign a Code of Conduct (Appendix B) which details what behaviours are acceptable and what behaviours are not
- Staff have also read and have access to 'Guidance for Safer Working Practice of those working with children and young people in Education settings'

Staff who are subject to allegations are advised to contact their professional association.

PASSING ON CONCERNS / WHISTLE BLOWING

Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of the Headteacher in writing. See the Whistleblowing Procedure for further information.

If a member of staff is dismissed or removed due to safeguarding concerns, or would have been if they had not resigned, a referral must be made to the Disclosure and Barring Service (DBS).

TEACHING AND LEARNING STYLES

Staff are responsible for their own actions and behaviour, and should avoid any conflict which would lead any reasonable person to question their motivation and intentions. More detail is given in “Guidance for Safer Working Practice for those working with children and young people in Education settings” which is available on CPOMS and is read by staff annually. A Code of Conduct is signed by staff (Appendix B) and also by volunteers/students (Appendix C).

It is unrealistic to suggest that staff should only touch pupils in an emergency. Within the school there is 1:1 contact with the pupils, and all staff must be clear about what constitutes appropriate behaviour and professional boundaries. They should bear in mind that perfectly innocent actions may be misconstrued. They should never touch pupils in ways which may be considered indecent. More detail can be found in our Positive Handling Policy.

If a pupil has difficulty in communicating he/she should be given the opportunity to express themselves using appropriate communication skills. Staff should not promise confidentiality; as certain information will need to be passed on to other agencies. The immediate priority must be to determine whether a child is at risk of significant harm and therefore in need of protection. If this is the case, then there should be an urgent referral to local child protection agencies.

It is not the responsibility of teachers or teaching assistants to investigate suspected abuse, but it is their responsibility to assist Children’s Social Care Services by referring concerns and providing information. If a pupil volunteers information their main task is to listen, they should not make assumptions or ask leading questions. However they should record the information including the time, setting and those present, then pass this information to the Safeguarding Team via CPOMS. (See Records and Monitoring section)

PROVISION FOR PUPILS IN EARLY YEARS FOUNDATION STAGE

Child Protection issues, policy and procedures are applicable for all pupils at Fox Wood School.

RESOURCES

There is a safeguarding notice board in the staff room detailing the members of the safeguarding team, EST newsletters, flowchart of what to do if staff have a concern, the Education Safeguarding team contact details, appropriate policies etc.

All staff have access to ‘Keeping Children Safe in Education – part 1’ and ‘Guidance for Safer Working Practice those working with children and young people’ (a copy of each is available on CPOMS). All staff have access to the Child Protection Policy and the Safeguarding Policy and read other pertinent policies in the spring term of every year. They then sign to say they have read and understood the policies and information provided.

ICT PROVISION

Internet Use

Fox Wood has a clear policy about access to and the use of the Internet. Under no circumstances should adults in school access inappropriate images. Accessing child pornography or indecent images of children on the internet, and making, storing or disseminating such material, is illegal and, if proven, will invariably lead to the individual being barred from work with children and young people. All staff have signed a 'Use of internet' Policy. We also have a security monitoring programme called Securus.

Staff must not befriend pupils on social network sites and must not befriend parents or ex-pupils. They should not discuss information about the school on such sites as this could compromise confidentiality. Nor should they detail any information which might lead to the identification of a pupil (past or present) at the school. Detailed information can be found in the E-safety policy.

Photography, Videos and other Creative Arts

Many school activities involve recording images. These may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement. Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. Particular regard needs to be given when they involve young or vulnerable pupils who may be unable to question why or how the activities are taking place.

It is recommended that when using a photograph the following guidance should be followed:

- If the photograph is used, avoid naming the pupil.
- If the pupil is named, avoid using their photograph.
- Images should be securely stored and used only by those authorised to do so.

Using images of children for publicity purposes will require the age – appropriate consent of the individual concerned and their legal guardians. Images should not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the school have access.

CROSS CURRICULAR LINKS

Advice will be given in order to make use of the curriculum in preventative approaches to child protection. This is discussed in more detail in the PSHCE policy document. This includes materials which are designed to help pupils to be less vulnerable to abuse.

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.

The curriculum can sometimes include or lead to unplanned discussion about subject matter or a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff or subject leader.

Care should also be taken to abide by the governing body's required policy on Relationships and Sex Education (RSE) and the wishes of parents. Parents have the right to withdraw their son/daughter from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum)

EQUAL OPPORTUNITIES

In our policy and practice, there is no discrimination.

HOME – SCHOOL LIAISON

The school should help parents to understand its responsibility for the welfare of all pupils. Parents have been made aware that the school has a Child Protection Policy, by reference in the school prospectus and it is on the school website and it states the fact that we may refer cases to other agencies. Parents have no right to information contained in school records which relate to child abuse. However, all factual information will be required in any subsequent case conference or court proceedings which may be attended by the parent of the child.

REVIEW

This policy will be reviewed on an annual basis and updated where appropriate.

REFERENCES

'Teachers Facing an Allegation Of Physical/Sexual Abuse: Guidelines On Practice And Procedure'. Union Document (6)

'Working Together Under the Children Act 2004'

What to do if You are Worried A Child is Being Abused - 2015

'Child Protection – Training for School Staff – Primary and Secondary' WBC

'Child Protection – Self Protection Teaching Resources – Primary and Secondary' WBC

Safeguarding children – An evaluation of procedures for checking staff appointed to schools – OFSTED.

www.warrington.gov.uk (for details re: Safeguarding, etc)

'Every Child Matters: change for children' – DFES 2004

Working Together to Safeguard Children 2018

Keeping Children Safe in Education 2018 and 2019

Guidance for Safe Working Practice for those working with children and young people in education settings – 2019



Professional Contribution to Child Protection Conferences

Child(ren)'s Name(s)	Date of Birth

Date of Child Protection Conference	
Report Completed by:	
Agency	

The following are key to a good report:

- Clarity about a child or young person's needs
- Clarity about strengths within the family
- Clarity about deficits
- Evidence to support your assessment and the professional opinion you express
- Your analysis based on the information you have provided

Child young person's developmental needs: *Emotional and Behavioural Development, Family and Social Relationships, Social Presentation, Self care Skills. Identify risks including how you think these might be reduced. Provide evidence for views and professional opinion*

Parenting Capacity: *Basic Care, Ensuring safety, Emotional Warmth, Stimulation, Guidance and Boundaries and Stability. Identify risks including how you think these might be reduced. Provide evidence and comment on capacity to make sustained changes*

Family and Environmental Factors: *Family History and Functioning, Wider Family, Housing, Employment, Income, Family's Social Integration, Community Resources. Identify risks including how you think these might be reduced*

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Professional opinion of the child's perspective: *What do they think about their situation? How does it make them feel? How does it affect their life? What do they want to change? (Please provide your views based on your knowledge of the child - You are not required to 'interview' or 'question' the child in order to complete this section.)*

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Analysis of Risk: current and future impact on child: *This should provide a clear understanding of developmental needs and the impact of the risk factors on the child. This should include whether the child is suffering or is likely to suffer significant harm now or in the future.*

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Recommendations to Conference: *Please note any interventions that have been tried in the past and the outcome and any interventions that you think could be used to reduce the risks you have identified. If this report is for a Review Conference please comment on the progress and effectiveness of the child protection plan.*

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You should share your report with the family prior to the conference and a copy of your report should be e-mailed 24 hours before the conference to conference&reviewunit@warrington.gcsx.gov.uk (this is a secure email address).

STAFF CODE OF CONDUCT



In school there is an inherent risk of real or alleged misconduct by adults. It is therefore important that Fox Wood has a code of conduct which sets out the standards that adults are expected to maintain. This protects the interests of both pupils and staff.

- The welfare of the child is paramount and it is critical that adults are aware of the nature of child abuse and the existing procedures for dealing with potential cases.
- Concerns about a particular pupil should be reported immediately to the safeguarding team via CPOMS.
- Adults need to be prudent about their own conduct and vigilant about the conduct of others. The Whistleblowing Procedure should be followed if there are any concerns with regard to conduct and any concerns reported in writing to the Headteacher.
- Adults should ensure that what is normal and natural physical contact does not become unnecessary and unjustified. All pupils have a right to safety, dignity and privacy when contact of an intimate nature is required. More detail is in Intimate Care Policy.
- Only staff who have been trained in Team Teach are permitted to use the physical intervention element. However it should be noted, staff who have not been trained in Team Teach have a duty of care to take reasonable appropriate action in response to a situation. Staff including MDAs must read IBPs of pupils they work with.
- Any form of physical punishment of pupils is unlawful and will not be tolerated.
- Adults should apply the same professional standards regardless of gender, disability, race, age or sexuality.
- Staff should not use/share confidential or personal information about a pupil or his/her family unless permission has been gained.
- Staff should not discuss school related issues outside of school.
- Dress and appearance should be smart, practical and comfortable and should be appropriate for the tasks you undertake, to ensure your safety and the safety of others.
- Jeans are not appropriate wear for normal day to day duties. They may be worn when accompanying pupils on a planned off-site visit or residential if practical and appropriate. Staff may wear jeans on non-uniform days and inset/training days held on site and should follow the dress code regulations if any when attending external training.
- Staff will ensure that the policy regarding photographs of pupils is adhered to.
- Staff sign the school acceptable use of ICT policy and must adhere to this.
- Staff must inform the Headteacher if they commit an offence that will be recorded on their DBS. Failure to do this can lead to dismissal.

- Staff will use their fob to gain access/leave the building. Lost fobs must be reported so they can be deleted from the system.
- Staff should present themselves for work free from any impairment due to drugs, alcohol or other substance.
- Smoking including use of E-cigarettes is prohibited in or outside of the school building and on school grounds.
- Staff must not act in a manner liable to place pupils, colleagues or themselves at risk. The school's Health Safety and Welfare Policy and procedures must be followed.
- Staff should respect the rights and dignity of others and treat everyone fairly and with respect. The school condemns all forms of inappropriate behaviour such as bullying, harassment and victimisation.
- Staff must declare to the headteacher any financial or nonfinancial interests that could bring about conflicts with the school's interests, including other employment.
- The School name or school letter headed stationery should be used for appropriate school business only. As such, use of the school name or school letter headed stationery should **not** be used for personal business or where personal gain would result.
- School property should be used and stored correctly. Any breakages are to be reported.
- All staff have a copy of the school Health and Safety Handbook.

This code reflects the Code of Conduct for Council Employees which is part of employee's terms and conditions of employment.

Name:

Signature:

Date:

CODE OF CONDUCT FOR VOLUNTEERS **STUDENTS & WORK EXPERIENCE**

In a school where adults and young people work closely with pupils, there is an inherent risk of real or alleged misconduct by adults. It is therefore important that Fox Wood has a code of conduct which sets out the standards that adults are expected to maintain. This will protect the interests of both pupils and staff.

- The welfare of the pupil is paramount and it is critical therefore that adults are aware of the nature of child abuse and the existing procedures for dealing with potential cases.
- Concerns about a particular pupil should be reported immediately to the Designated Senior Person for Safeguarding or Headteacher.
- Adults need to be prudent about their own conduct and vigilant about the conduct of others.
- Adults assisting in school will not be left alone with a pupil, under any circumstances, until a DBS check for Fox Wood School has been undertaken.
- Adults should use their discretion to ensure that, what is normal and natural physical contact does not become unnecessary and unjustified.
- Any form of physical punishment of pupils is unlawful and will not be tolerated.
- Adults should apply the same professional standards regardless of gender, disability age or race.
- They should not use/share confidential or personal information about a pupil or his/her family.
- A person's dress and appearance should be appropriate to the role and should be appropriate for the tasks they undertake.
- All pupils have a right to safety, dignity and privacy when contact of an intimate nature is required.

All adults in education settings should know the name of the school's Designated Senior Lead for Safeguarding and know and follow relevant Child Protection policy and Safeguarding policies and procedures.

At Fox Wood School Lianne Buchanan is the Designated Senior Lead for Safeguarding