



# WOODLANDS SCHOOL

## SAFEGUARDING POLICY AND PROCEDURES

*Procedure/Guidance*

*Policy Issued: Sept 2017  
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Date Reviewed: July 2023*

Policies to be read in conjunction with this policy:

- Individual Pupil Risk Assessments
- Safer Recruitment
- Anti-Bullying
- Internet Safety
- Behaviour
- Educational Visits – a safety guide for Learning Outside the Classroom
- Health and Safety
- Teaching and Learning
- Behaviour policy
- Additional Learning Needs

## WOODLANDS SCHOOL

### SAFEGUARDING POLICY

#### Glossary of terms

- Abuse: emotional** The persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional and behavioural development.
- Abuse: physical** The 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 or induces illness in a child whom they are looking after.
- Abuse: sexual** Forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening, including:
- physical contact, including penetrative or non-penetrative acts
  - non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities or
  - encouraging children to behave in sexually inappropriate ways.
- Child in need** A child is a child in need if:
- he/she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority
  - his/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services or
  - he/she is disabled.
- Child protection** Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm as a result of abuse or neglect.

<b>Development</b>	Physical, intellectual, emotional, social or behavioural development.
<b>Harm</b>	Ill-treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.
<b>Health</b>	Physical or mental health.
<b>Neglect</b>	The Social Services and Well-being (Wales) Act 2014 has defined neglect as “a failure to meet a person’s basic physical, emotional, social or psychological needs, which is likely to result in an impairment of the person’s well-being (for example, an impairment of the person’s health or, in the case of a child, an impairment of the child’s development)”.
<b>Safeguarding and promoting the welfare of children</b>	Protecting children from abuse and neglect, preventing impairment of their health or development and ensuring that they receive safe and effective care to enable them to have optimum life chances.
<b>Significant harm</b>	Section 31(10) of the Children Act 1989 states that “where the question of whether harm suffered by a child is significant turns on the child’s health or development, his health or development shall be compared with that which could reasonably be expected of a similar child”.
<b>Well-being</b>	<p>The Social Services and Well-being (Wales) Act 2014 defines well-being in relation to any of the following—</p> <ul style="list-style-type: none"> <li>a. physical and mental health and emotional well-being</li> <li>b. protection from abuse and neglect</li> <li>c. education, training and recreation</li> <li>d. domestic, family and personal relationships</li> <li>e. contribution made to society</li> <li>f. securing rights and entitlements</li> <li>g. social and economic well-being</li> <li>h. suitability of living accommodation</li> </ul> <p>In relation to a child, “well-being” also includes—</p> <ul style="list-style-type: none"> <li>a. physical, intellectual, emotional, social and behavioural development</li> <li>b. “welfare” as that word is interpreted for the purposes of the Children Act 1989.</li> </ul>

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## 1.0 INTRODUCTION

The “*Independent Schools Standards Regulations 2003*” set out standards which are intended to safeguard and promote the welfare of children for whom accommodation is provided by an independent boarding school. These standards are used to assess whether the school is complying with its legal obligation to safeguard and promote the welfare of the children.

Woodlands School adheres to these standards alongside the *All Wales Child Protection Procedures (2008)* and *Keeping Learners Safe (2020)*. It is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

### 1.1 About the school

Woodlands School is a special independent all boys school for young people aged from 11 to 18. The school caters for students with emotional and behavioural difficulties and Autism (SEBD and ASD). It offers therapeutic, educational and residential care for young people with complex social, emotional and behavioural needs. The nature of these needs means that the students may be particularly vulnerable to sexual abuse, both as perpetrators and victims. Full and proper implementation of this policy is therefore particularly important to keep them safe while they attend the school.

The school is located in Wrexham but admits students from all over England and Wales. All students’ placements are supported by their home local authority, most of whom maintain a statement of special educational needs or Education, Health, Care Plan (EHCP) for them. All children are in residence at the nearby care homes which form part of the overarching provision.

All young people are looked after on behalf of the local authority which supports their placement at the school.

### 1.2 Scope of this policy

This policy is intended to ensure that there is a systematic response to allegations of child abuse in which staff or others, including other children, may be implicated.

The policy should be used in conjunction with the following:

- the *All Wales Child Protection Procedures (2008)*
- the *Independent School Standards (Wales) 2003 Regulations*
- *Keeping Learners Safe 158/2015; updated 283/2022*
- *Safeguarding Children in Education: the Role of Local Authorities and Governing bodies under the Education Act 2002.*
- *Welsh Government Circular 009/2014 – Safeguarding Children in Education: Handling Allegations of Abuse against Teachers and Other Member of Staff*
- the *All Wales protocol safeguarding and promoting the welfare of children who are at risk of abuse through sexual exploitation.*
- *Social Services and Well-Being Act (2014)*
- *Well-Being of Future Generations (Wales 2015).*

- *Education Workforce Council – Code of Conduct.*
- *Safeguarding Children and Young People from Sexual Exploitation Supplementary guidance to Safeguarding Children: Working Together Under The Children Act 2004 (January 2011)*
- *Guidance for Education Settings on Peer Sexual Abuse, Exploitation and Harmful Sexual Behaviour (October 2020)*

This policy applies particularly to young people and staff when they are attending school activities. Due to the close relationships, links and shared activities between the school and the care home at times the Safeguarding policy for the care homes also needs to be read in conjunction with this one.

Woodlands School truly recognises the contribution it makes to providing and protecting the welfare of each child. Such protection is a vital and integral function of the school's day to day operation. The School also recognises the value placed upon creating a safe environment for learners to thrive. This policy has the underlying vision from The Children's Rights Framework as part of its core principles.

### **The Children's Rights Framework**

Human rights are guarantees that protect individuals and groups from actions that affect their freedom and human dignity. Human rights are things that you are entitled to, simply by being a person. They are:

- universal: the same for everyone
- indivisible: equally important
- inalienable: all humans have them and they cannot be taken away

Children have unique survival and developmental needs that must be met for them to survive, grow, develop and fulfil their potential. Children need their own set of rights for protection, provision of services and participation to ensure these needs are met, and because they:

- have limited political or social power
- are economically dependent on
- adults
- are subject to rules that do not apply to other social groups are particularly vulnerable to ill treatment by adults and those more powerful than themselves

- grow up aware that they have an inferior status to other social groups and age discrimination is a reality for many are key
- recipients of services often lack a voice in service access and
- delivery.

### **1.3 To whom the policy applies**

This policy applies to all staff working in the school, including those from the care home.

This includes the following:

- The Directors of the organisation
- The Head teacher
- Other teachers and tutors
- Achievement Leaders
- Outdoor Education Tutors
- Care workers: staff attached to the care home on the school site or partaking in activities with students during official school hours and/or visits.
- Administration staff
- Caretaking staff
- Visiting professionals such as social workers or psychologists or medical staff
- All visitors must wear identification badges at all times when on the premises.

All staff are well placed to observe the outward signs of abuse and may, therefore, form the first point of disclosure for a child.

## **2.0 STAFF RESPONSIBILITIES**

### **2.1 The Designated Person**

The school will ensure it has a designated teacher who is a senior member of staff and who has undertaken the appropriate training. The designated person will usually be the senior teacher of the school. The current designated person is James Hughes, Deputy head teacher.

#### Main roles of designated person

The designated person will

- refer cases of suspected abuse or allegations to the relevant investigating agencies,
- act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies,
- liaise with the directors to inform them of any issues and ensure there is always cover for this role,
- keep detailed accurate secure written records of referrals or concerns and
- liaise with the local authority designated lead officer for child protection.

## Training needs of the designated person

The school will arrange that the designated person is trained to have the skills and knowledge necessary to undertake the role efficiently and effectively.

The skills and knowledge necessary for the role are to:

- recognise how to identify signs of abuse and when it is appropriate to make a referral,
- have a working knowledge of how Local Safeguarding Children Boards operate, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so,
- ensure each member of staff has access to and understands the school's child protection policy,
- ensure all staff have induction and refresher training covering child protection and are able to recognise and report any concerns immediately they arise,
- obtain access to resources and attend any relevant or refresher training courses at appropriate intervals.
- ensure the establishment's child protection policy is updated and reviewed annually, working with the directors to achieve this,
- ensure parents/carers are given copies of the child protection policy to alert them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later and
- ensure that where children leave the school their child protection file is copied to the new establishment as soon as possible and transferred separately from main pupil file.

## **2.2 Responsibilities of all staff**

The school will ensure that every member of staff knows:

- the name of the designated person and their role,
- the name and contact number of the local child protection coordinator,
- that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales agreed with the Local Safeguarding Children Board and
- to take forward any child protection concerns when the designated person is unavailable.

The school will ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse.  
(Glossary of Terms)

The school will ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding by setting out its obligations in the school brochure.

## Staff training

The school will arrange training for all staff so that they know:-



- their personal responsibility towards child protection in the school,
- the agreed local procedures,
- the need to be vigilant in identifying cases of abuse and
- how to support a child who discloses abuse.

Annually, at the start of each academic year, all staff will complete update safeguarding training. Any areas identified for further training will be taken to the Directors meeting for discussion and outcomes. This programme will include induction training for all new staff and annual update training for all staff.

As part of their induction programme all newly appointed staff will receive and appropriate level of child protection training.

### **3.0 PROCEDURES**

#### All Wales Child Protection Procedures

The school will follow the All Wales Child Protection Procedures that have been implemented by the Local Safeguarding Children's Board.

#### **3A responding to allegations of abuse: procedures if a child discloses they have been abused by a member of staff**

Members of school staff must aim to create an environment in which students feel safe to talk and raise concerns. Link Workers play an important role in gaining the trust and confidence of a child. Children will be encouraged to talk to others who are not directly involved in their day to day care or education. E.g. therapist, advocate or visiting professional.

The school recognises that it is essential that any allegation of abuse made against a teacher or other member of staff is dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child, and at the same time supports the person who is the subject of the allegation.

- The school will refer to *Welsh Government Circular 009/2014 – Safeguarding Children in Education: Handling Allegations of Abuse against Teachers and Other Member of Staff* when dealing with any allegation against a member of staff.

This is non-statutory guidance for independent schools to enable them to comply with the standards prescribed by the Independent School Standards (Wales) Regulations 2003 made under section 157 of the Education Act 2002. It relates to the following legislation:

- The Children Act 1989
- Section 175 of the Education Act 2002 (local authorities, governing bodies of maintained schools and institutions in the further education sector),
- Section 157 of the Education Act 2002 and the Independent Schools Standards Wales Regulations 2003
- The Children Act 2004
- Section 28 of the Children Act 2004 (other agencies)
- Sections 141F, 141G and 141H of the Education Act 2002.

- Active Offer of Welsh (2019)

### Who to inform that a disclosure has been made

Staff must take immediate action to ensure the safety of a child. In most cases the child will not be at risk of immediate harm but if this is not the case then staff must take whatever action is necessary to remove the child from the perceived risk.

If a member of staff has reason to believe that a child is at risk of significant harm or has suffered significant harm then they must immediately inform the senior teacher, who is also the designated person, of their concerns.

If the designated person is not available the member of staff must immediately inform one of the Directors of their concerns.

If neither the designated person nor a Director is available then the member of staff must immediately inform the child's social worker or team manager or other person in the relevant social service department.

If the child has reported concerns about the designated person the member of staff must immediately inform one of the directors, Darryl Williams, Hannah Parry, Amy Conner, Baljit Gandhi-Johnson – all contacted via mobiles or (01978) 262777

### Recording the disclosure

At the earliest available opportunity (within 24 hours) the member of staff must record, in as much detail as possible, the information that caused them to believe that the child may have suffered significant harm. Where possible the child's exact words should be used and they should be offered a Welsh speaking member of staff. The record should also detail any evidence relevant to the disclosure, the date, time, place of the disclosure and the names of any other people who were present at the time it was made.

The initial enquiries should establish:

- That an allegation has been made;
- What is alleged to have occurred;
- When and where the episode is/are alleged to have occurred; Who was involved; and Any other persons present.

Staff are best advised to say as little as possible and to simply listen to the child. The member of staff must not contaminate the information that they have been given by asking the child leading questions or encouraging him or her to elaborate. There is a possibility that by doing so they may jeopardise future action by the social services department or police.

The member of staff should take great care at the earliest opportunity to record everything in detail, including what they said to the child.

Staff will recognise that the reason they should not try to elicit information from the child is that they are not trained to do this and they could contaminate evidenced by doing so. Should an investigation proceed following a disclosure it is the responsibility of the police and social service department to agree who should interview the child. The child should not be asked a number of times about events/circumstances. The police and social service department will plan their actions carefully to avoid such multiple interviews.

The member of staff must not on any account assure the child that whatever they say will be treated as confidential. Children may seek to elicit this assurance. Given that all cases of abuse must be reported members of staff are not in a position to agree to such an assurance. Staff should remember also that almost certainly the child is disclosing to them because they want something to be done about it.

### Confidentiality

Staff will follow this guidance from the Welsh Government about confidentiality:

Confidentiality issues need to be understood if a child divulges information they are being abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, education staff have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns. It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but that they will only tell those who need to know in order to be able to help. They should reassure the child and tell them that their situation will not become common knowledge within the school. Be aware that it may well have taken significant courage on their part to disclose the information and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt. Safeguarding Children in School (2008)

Where a child has a child protection file made on him or her, this file will be kept in addition to the school file and in a different secure place. Only the designated senior person and the directors will have direct access to safeguarding files.

When listening to a child's concerns members of staff will abide by the following guidance from the Welsh Government:

“The school recognises that a child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember that theirs is a listening role. They should not interrupt the child if he or she is freely recalling significant events. Limit any questions to clarifying your

understanding of what the child is saying. Any questions should be framed in an open manner so as not to lead the child". Safeguarding Children in School (2008)

### Actions following the reporting of a disclosure

The designated person will report the disclosure to the Head teacher of the school and record in the Child Protection folder which is held securely with the Child Protection Officer.

There may be situations when the Head Teacher or Child Protection Officer will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children. Where there is no such evidence, the Head Teacher or Child Protection Officer should discuss the allegation with the Local Authority Designated Officer (LADO) in order to help determine whether police involvement is necessary.

The Designated person will immediately report the disclosure to the child's social worker or team manager and to the social services manager responsible for child protection in the Local Authority in which the home is situated. The social service department will then determine the need for an investigation. All referrals to social services must be followed up in writing within two working days.

If the disclosure was made against one of the Directors the designated person must report it immediately and directly to the child's social worker or team manager and to the social services manager responsible for child protection in the local authority in which the home is situated. (Wrexham – Old School House, Station Cottage, Ty Pont, Croeshowell and Flintshire – Ty Coed).

If the disclosure was made against the designated person the Directors must report it immediately and directly to the Child's Social worker or team manager and to the Social Services Manager responsible for child protection in the Local Authority the home is situated.

All members of staff will co-operate fully with any ensuing investigation conducted by the social services department and the police. The decision that no further action is to be taken should never be based on the employer's opinion about the character and/or personal circumstances of the individual employee and about the person making the allegation.

The Head teacher should inform the accused person about the allegation as soon as possible after consulting the LADO. It is important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social services need to be involved, the Head teacher should not do that until those agencies have been consulted and have agreed what information can be disclosed to the person. If the individual employee is a member of a trade union they should be advised to contact that organisation. The accused person should be informed by the Head Teacher that any child protection enquiry will be carried out in accordance with the All Wales Child Protection procedures.

If the allegation is about physical contact the strategy discussion or initial evaluation with the police should take into account that teachers are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour.

A decision to suspend the individual where necessary may be made at any stage of the process.

### **Strategy discussion and strategy meeting**

The strategy discussion will share all information received/gathered to date and decide on the next course of action and whether a strategy meeting should be held. The strategy meeting decides whether enquiries by social services and/or the police will proceed further and if so, plans the process and management of the enquiries. The All Wales Child Protection Procedures (AWCPP) provide guidance and inform child protection practice to Local Safeguarding Children Boards<sup>1</sup> across Wales. Full details on the child protection process and the procedures for undertaking strategy discussions and strategy meetings are set out AWCPP which can be accessed at: <http://www.awcpp.org.uk/areasofwork/safeguardingchildren/awcpprg/index.html>

The social service department may subsequently call a strategy meeting (Part 4 review) and/or a child protection conference.

The purpose of such meetings is:

- To share multi-agency information.
- To determine who needs to be informed about the allegations.
- To determine any immediate protective action.
- To determine the scope and nature of the investigation.
- To identify support for carers in cases involving foster care.
- To set a date for reconvening the next strategy meeting/ child protection conference.

Members of staff will attend and contribute to such meetings if invited to do so and will undertake such tasks and actions as recommended by such meetings.

### **3B Responding to allegations of abuse: procedures if a member of staff believes another member of staff may be abusing a child**

Where a member of staff has cause to believe that another member of staff may be abusing a child their concerns must be expressed and discussed with the designated person. The designated person must then inform the Directors.

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<sup>1</sup> The Social Services and Wellbeing Bill includes provision to replace LSCBs with new Safeguarding Children Boards that will be established on the public service delivery footprint of six.

Should the concerned member of staff feel unable to discuss his or her concerns with the designated person or if the concerns are about the designated person, they must inform the Head teacher of their concerns.

At the earliest available opportunity the member of staff who reported a concern must record, in as much detail as possible and within 24 hours, the information that caused them to believe that a child or children may have suffered significant harm. The record should also detail any evidence relevant to the member of staff's suspicions, the date, time, place of any incidents and the names of any other people who were present at the time they occurred.

A Director will examine all the evidence in order to decide what action is required. They must balance the need to ensure the safety of the children in the home and the requirement not to warn the suspected abuser that suspicions have been raised about him or her.

Where they judge that the concern expressed is significant they will:

- Contact the social services manager responsible for child protection in the area the home is situated or discuss with the police and social services how this matter is to be investigated and take advice from the police as to how to proceed.
- Consider suspending the member(s) of staff concerned paying consideration to the police advice and balancing the need to protect the children in the school.
- Inform the Care and Social Services Inspectorate for Wales (now CIW) in accordance with the Regulation and Inspection of Social Care (Wales) Act 2016 (RISCA) and fax/email to them the proposed strategy for dealing with this matter and the subsequent outcome of the Child Protection enquiry.
- Inform social workers or their line managers for the children resident in the home.

The Head teacher will inform the member of staff who raised the concerns about the actions taken to address the allegation and protect the child. If the staff member:

- has concerns that the actions taken by the Head Teacher have failed to protect the child or other children from continuing harm; or
- is unable to discuss concerns with the Head Teacher or Director; or
- suspects that the Head Teacher or directors are involved in or colluding with the abuse,

The staff member responsible for safeguarding will report his or her concerns directly to the social services manager responsible for child protection in the local authority in which the home is situated, and/or to the police. **The contact number for lead officer for child protection in Wrexham is 01978 298733 and for Flintshire is 01352 701000. There is a Single Point of Access and this can be via telephone 01978 292039 or online [Children's Single Point of Access \(SPOA\), Wrexham County Borough Council \(dewis.wales\)](https://www.dewis.wales/childrens-single-point-of-access-spoa)**

In the event of a member of staff being dismissed or moved to another position as a result of child protection enquiries and/or a criminal investigation, the school will submit the staff member's details to the Education Workforce Council under the Protection of Children Act 1999 (POCA) protocols and any other subsequent directions by the Welsh Government. The school will not accept a resignation from a member of staff subject to a child protection enquiry and/or a criminal investigation but will follow disciplinary procedures to ensure a formal employment record of the investigation and its outcome and any disciplinary measures taken are clearly recorded.

### Resignations and 'settlement/compromise agreements'

If the accused person resigns, or ceases to provide their services; this should not prevent an allegation being followed up in accordance with this guidance. Schools and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. A referral to the DBS must be made if the criteria are met. A settlement/ compromise agreement which prevents the school or college from making a DBS referral when the criteria are met would likely result in a criminal offence being committed as the school or college would not be complying with its legal duty to make a referral.

It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to co-operate with the process. Wherever possible the accused should be given a full opportunity to answer the allegation and make representations about it. However, the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available, should continue even if that cannot be done or the accused does not co-operate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete. However it is important to reach and record a conclusion wherever possible. So called 'compromise agreements' by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should **not** be used in these cases. Such an agreement will not prevent a thorough police investigation where that is appropriate.

The following terminology will be used when discussing the outcome:

<p><b>Substantiated:</b> there is sufficient evidence to prove the allegation; <b>False:</b> there is sufficient evidence to disprove the allegation; <b>Malicious:</b> there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false; <b>Unfounded:</b> there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation</p>
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misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances;

**Unsubstantiated:** this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term therefore does not imply guilt or innocence.

## Record keeping

Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS Disclosures reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation resurfaces after a period of time. The record should be retained at least until the accused has reached normal retirement age, or for a period of 10 years from the date of the allegation if that is longer.

The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on employment retention

[http://ico.org.uk/for\\_organisations/data\\_protection/topic\\_guides/employment](http://ico.org.uk/for_organisations/data_protection/topic_guides/employment)

## References

Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference.

## Timescales

It is in everyone's interest to resolve cases as quickly as possible, consistent with a fair and thorough investigation. All allegations must be investigated as a priority to avoid any delay. Target timescales are shown below: the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases. It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months and all but the most exceptional cases should be completed within 12 months.



For those cases where it is immediately clear that the allegation is demonstrably false or unfounded they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it, although if there are concerns about child protection, the employer should discuss the allegation with the LADO. In such cases, if the nature of the allegation does not require formal disciplinary action, the employer should institute appropriate action within five school days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 40 school days.

If the strategy discussion or initial assessment decides that a police investigation is required, the police should also set a target date for reviewing the progress of the investigation and consulting the CPS about whether to: charge the individual; continue to investigate; or close the investigation. Wherever possible, that review should take place no later than four weeks after the initial evaluation. Dates for subsequent reviews, ideally at fortnightly intervals, should be set at the meeting if the investigation continues.

### **3C Procedures if a child discloses they have been abused by someone other than a member of staff**

A similar procedure is followed for a child making disclosures about a member of staff:

The member of staff to whom the disclosure has been made must immediately report orally to the school's designated person for child protection.

The member of staff must also make a note of the discussion, as soon as is reasonably practicable (but within 24 hours) to pass on to the school's designated person for child protection. The note which should be clear in its use of terminology should record the time, date, place and people who were present and should record the child's answers and responses in exactly the way they were said as far as possible.

The member of staff must not give undertakings of absolute confidentiality to the child.

The member of staff's responsibility in terms of referring concerns ends at this point, but he or she may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.

### **3D Procedures for recruitment and selection of staff**

#### General procedures

When a vacancy is identified, a job description must be drawn up which should identify the skills required for that post. The vacancy should be advertised as widely as possible through the most appropriate means.

All staff, including temporary or casual workers, must be subject to the school's selection and recruitment procedures to ensure the safeguarding of young people and children as follows:

- All candidates must complete an application form.
- The school will verify the person's identity by his/her birth certificate, passport or other formal document, preferably bearing their photograph.
- The school will verify any qualifications stated on the application form.
- All suitable candidates will be appropriately interviewed.
- Any gaps in employment or inconsistencies in the candidate's history must be identified and reasons given.
- Written references will be taken up prior to the employment of the successful candidate, and verified by a telephone call.
- All successful candidates must be subject to a check from the Disclosure and Barring Service at an enhanced level and information recorded on a Single Central Register.
- Advice should be sought prior to recruiting someone with a criminal record or record of other offences.
- New members of staff or volunteers must undergo a supervised probationary period including an induction programme which must cover their child protection responsibilities.

#### Recruitment and selection procedures

The school will ensure that recruitment and selection procedures are made in accordance with Welsh Assembly Government guidance circular *Keeping Learners Safe 265/2020*

Specifically in this regard the school will require all newly appointed staff to be positively vetted via the Disclosure and Barring Service (DBS) at an enhanced level.

Where a DBS check indicates cause for concern the member of staff will immediately be withdrawn from the school pending further enquiries.

Where a new member of staff does not possess a recent (within three years) enhanced positive DBS check, the management team will arrange for that person to be strictly supervised until a positive check has been obtained. By strict supervision is meant:

- The person concerned will never be left alone with a student or students. When in the company of students s/he will always be accompanied by a member of staff of at least equivalent seniority, who does possess a recent enhanced positive DBS check.
- The person concerned will be denied access to any confidential records of students.

For all staff without completed DBS checks it should be made clear that they are subject to this additional supervision. The nature of the supervision should be specified and the roles of staff in undertaking the supervision spelt out. The arrangements should be reviewed regularly, at least every two weeks until the DBS check is received.

## Disclosure and Barring Service (DBS)

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct (including inappropriate sexual conduct) that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. In such circumstances, the duty to refer an individual to the DBS where an employer has removed the individual from relevant work with children or the person has chosen to cease relevant work in circumstances where they would have been removed had they not done so. The DBS will consider whether to bar the person from working in regulated activity, which will include most work in schools and other establishments.

Local authorities, schools, FE colleges and other bodies all have a statutory duty to make reports, and to provide relevant information to the DBS. Referrals should be made as soon as possible after the resignation or removal of the member of staff involved and within one month of ceasing to use the person's services.

Professional misconduct cases should be referred to the relevant regulatory body. Under the Education Supply of Information)(Wales) Regulations 2009 employers of teachers registered with the Education Workforce Council (EWC) and supply agencies must report cases of misconduct and professional incompetence to the EWC where the teachers have not harmed, or posed a risk of harm, to children and/or vulnerable adults. Under the terms of the Teaching and Higher Education Act 1998, as amended by the Education Act 2002, the EWC is responsible for investigation and hearing cases of unacceptable professional conduct, serious professional incompetence and/or where a teacher has been convicted (at any time) of a relevant offence, or it appears that a registered teacher may be so guilty or have been so convicted.

The school recognises that safeguarding children must be everybody's responsibility. Good safeguarding practice therefore has to be built into routine procedures and practice. Nowhere is this more important than in the recruitment and vetting of people who have contact with children. Recruitment and vetting checks are a key element in the work to ensure that children are safeguarded and the risk of harm from those who are in contact with them in whatever capacity is minimised.

The school will ensure that all staff who come into contact with students at the school during school times or on school activities outside of the building possess an enhanced positive and valid Disclosure and Barring Service (DBS) check.

A register of all staff will be maintained listing their most recent DBS check and its outcome.

The register will be annually reviewed by the designated person who will report to the management team on its outcome. A new enhanced DBS check will be made for any member of staff whose previous check is at or approaching the three year level.

The above criteria will apply to any Initial Teacher Trainees that work at the school on a temporary basis.

### **3E Other procedures**

### Response to concerns about absence from school of a child on the child protection register

Regulations for non-residential schools require that the school will notify the local social services team if a pupil on the child protection register is excluded either for a fixed term or permanently; and if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend). However, all Woodlands School students are residential and no child has ever been excluded from the school. In the unlikely event of a student being placed on a day basis, or of a student being excluded, the above regulations will apply.

### Inter-agency links

The school will work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at initial review and child protection conferences and core groups and the submission of written reports to the conferences.

### Record keeping

The school will keep written records of concerns about children (noting the date, event and action taken in the **Important Information/ Behaviour Folders on the S drive**), even where there is no need to refer the matter to placing authority's social service team immediately. The school will ensure all records are kept secure electronically and can be password protected and the date of modification will be checked if its has been altered.

### Liaison with other agencies and school

The school will promote close liaison with other agencies who support the student such as social services, medical practitioners, child and adolescent mental health Services and educational psychologists.

The school will keep records of any concerns about a child and notify the placing authority's social services team as soon as there is a recurrence of a concern.

If a pupil on the child protection register leaves, the school will aim to provide information about the child to his or her new school before the transfer takes place or within seven working days of being notified of the new school or college.

### Bullying

The school's policy on bullying is set out in a separate policy document: *Procedure and Guidance on Bullying*.

### Children with Statements of Additional Learning Needs

The majority of students at the school are the subject of a statement of Additional Learning Needs or Education Health Care Plan maintained by their placing authority. The school recognises that statistically children with significant behavioural difficulties and disabilities are most vulnerable to abuse. In this context the school also recognises that all members of staff need to be particularly alert to any signs of abuse within the student population.

## Staff Disciplinary Procedures

The school will adhere to the procedures set out in the Welsh Assembly Government guidance circular *Disciplinary and Dismissal Procedures for School Staff (002/2013)*.

### **4. PREVENTION**

The school recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult all help to safeguard students.

The school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to,
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty,
- include in the curriculum, activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help,
- include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills and
- carefully regulate and monitor students' use of the internet and computers. (See policy: *Safe use of the internet and computers*)

## Curriculum and ethos of the school

The school recognises that children who are at risk, suffer abuse or witness violence may be deeply affected by these experiences. By their very nature students at Woodlands School are very likely to have had such experiences. The school may be the only stable, secure and predictable element in the lives of children at risk.

The school will endeavour to support the pupil through the content of a curriculum to which encourages self-esteem and self-motivation and through a school ethos which promotes a positive, supportive and secure environment giving students a sense of being valued.

### **5. CHILD SEXUAL EXPLOITATION (CSE)**

Young people and children need to be educated about the dangers of CSE.

#### What is Child Sexual exploitation?

Child Sexual Exploitation is the coercion or manipulation of children and young people in to taking part in sexual activities. It is a form of sexual abuse involving an exchange of some form of payment which can include money, phones and other items, drugs, alcohol, a place to stay, protection of affection.

The vulnerability of the young person and the grooming process employed by the perpetrators, renders them powerless to recognise the exploitative nature of relationships, and unable to give informed consent.

Child exploitation has become a significant concern to adults working with young people. Any child, regardless of background and opportunity, can be exploited.

There are several activities that can be found in the Life Skills booklet/folder that will allow you to discuss the issues further and allow for questions to be explored.

The internet allows for CSE to happen subtly and without adults being aware of the process. It is important to be aware of any changes in behaviour that are considered out of the norm for the young person.

As an adult working with young people you have a statutory duty to keep young people safe even if they do not see the dangers themselves.

‘..... professionals should not dismiss the abusive nature of such situations just because a young person does. The statutory responsibility to safeguard these young people and uphold the law is not dependent upon their desire to be safeguarded (*Beckett, 2011*).

Possible Indicators are:

- Staying out late.
- Multiple unknown callers.
- Use of a mobile phone or internet that causes concern.
- Expressions of despair (self-harm, overdoses, eating disorders, challenging behaviour or aggression).
- Exclusion from school or unexplained absence from or not engaged in school/college/training/work.
- Disclosure of sexual or physical assault which is then withdrawn.
- Sexually transmitted infections (STI's).
- Peers involved in CSE.
- Drug or alcohol abuse.
- Living independently and failing to stay in touch.

The list is not exhaustive as there may be other indicators that are particular to an individual.

#### What to do if you suspect CSE

- Make referrals to police and social care/using safeguarding procedures.
- Be alert to any signs or indicators.
- Screening/asking questions.
- Recording and monitoring.
- Sharing and seeking information.
- Contribute to existing systems such as police intelligence.
- Challenge poor or inadequate practice.

- Contribute to multi-agency child protection plans, in particular addressing risk and providing long term and intensive support for the young person and family.
- Being part of a local partnership, which addresses and challenges perpetrator behaviour; raises awareness of CSE; and conducts preventative work where appropriate
- Raise awareness with young people.

## **6. RADICALISATION**

In order to minimise pupils being radicalised Woodlands School tries to protect learners through proactive risk assessments. The Prevent Duty is guidance that is in place to 'prevent people being drawn into terrorism' (Section 26 of the Counter-Terrorism and Security Act 2015).

Staff and pupils have attended training led by North Wales police on local and national concerns. Pupils have also attended assemblies to discuss radicalisation and CSE. The same indicators to identify those young people who are vulnerable to Child Sexual Exploitation are used to identify those at risk of radicalisation.

There are three specific strategic objectives to the duty:

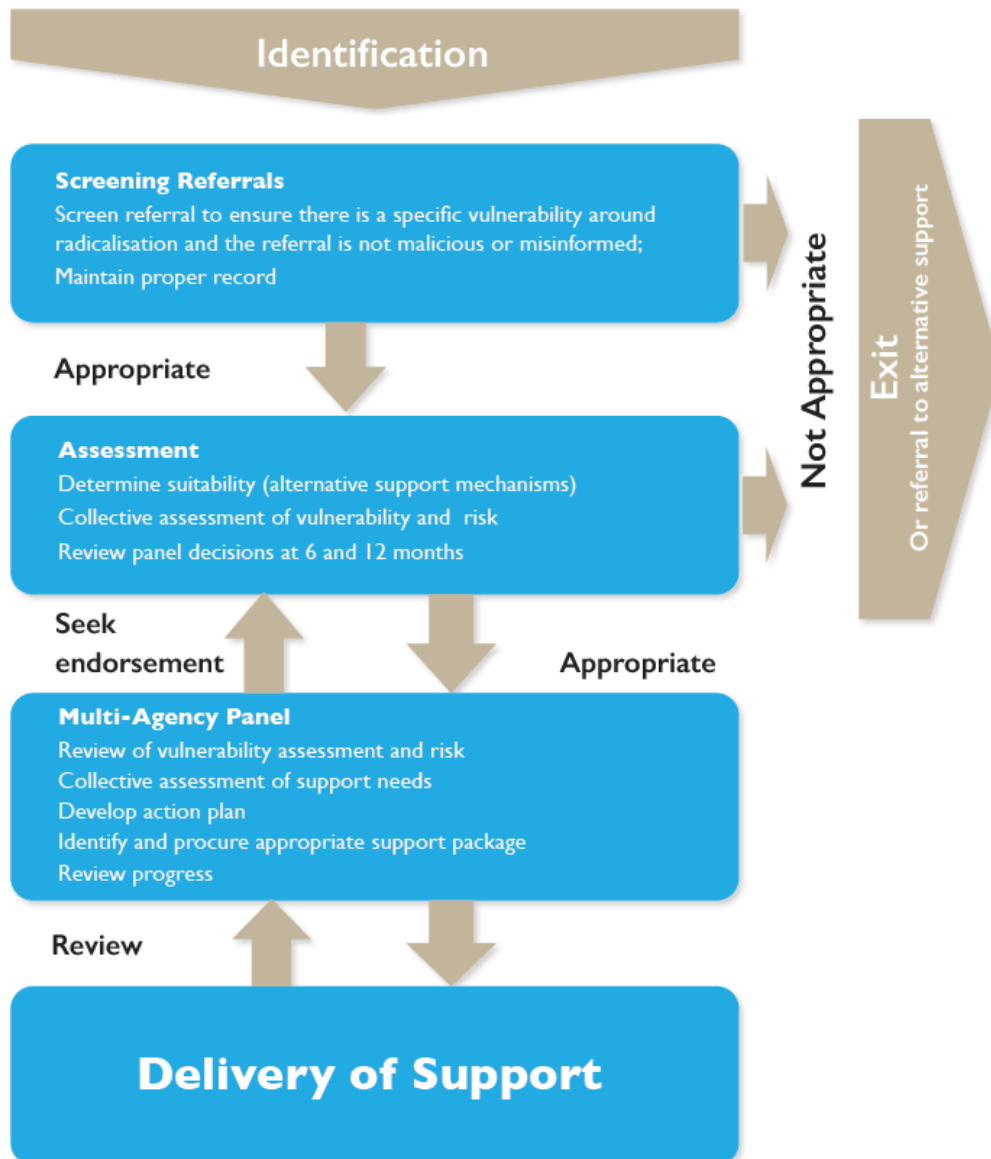
- Respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support and;
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

The Government has defined extremism as 'vocal or active opposition to fundamental British values, including democracy and the rule of law.'

The risk assessment (Appendix 9) shows how steps will be taken by Woodlands to minimise radicalisation.

The Channel identifies individuals at risk; assesses the nature and extent of the risk and develops the most appropriate support plan for the individual.

The Channel process is shown below:



The distribution of leaflets or the publicising of materials is monitored through team meetings and supervisions. Any information causing concern is referred to the local safeguarding board or the Prevent steering group. Sub-contractors are asked to sign a form outlining their responsibilities in order to safeguard young people at Woodlands.

### Behaviour Policy

The school's behaviour policy is aimed at supporting vulnerable students in the school. All staff will agree on a consistent approach which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth.



The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.

The school's *Code of Conduct* for students gives advice, guidance and instruction to students on keeping themselves safe in school. This advice is specifically geared to the nature of the reasons for most students being placed in the school. The Code of Conduct is summarised as:

- *Students must not be alone together.*
- *Staff must be able to see and overhear students when students are together.*
- *Students are escorted to the toilet. Staff will wait at a distance from the toilet door or staff must be able to observe the toilet door from the classroom door.*
- *Students must not discuss inappropriate topics or behave inappropriately around each other.*
- *Students must not leave the building without permission.*

Procedures to be followed if a child's behaviour requires some form of physical intervention are laid out in the school's policy document: *Management of Aggressive and Challenging Behaviour*. All staff are trained in We Protect de-escalation and restraint.

.....  
I can confirm that I have read and understood this policy.

Signed

Director

Dated

Signed

Designated Person

Dated

## **APPENDICES**

These appendices are mainly based on information contained in Welsh Government Guidance: *Keeping Learners Safe 158/2015*

- Appendix 1 Useful information
- Appendix 2 Definitions of abuse
- Appendix 3 Listening to Children
- Appendix 4 Confidentiality
- Appendix 5 Advice for children and young people
- Appendix 6 Advice for Parents/Carers
- Appendix 7 Safeguarding children on trips
- Appendix 8 Summary of referral process
- Appendix 9 Risk Assessment
- Appendix 10 Simplified Safeguarding Flowchart

## Appendix 1 Useful information

### 1. Designated child protection person

The designated child protection person for Woodlands school is **James Hughes**.

### 2. Local authority designated lead officer for child protection

The local authority designated lead officer for child protection in Wrexham is **Francine Salem** - Head of Safeguarding, Wrexham County Borough Council, 16 Lord Street, Wrexham LL11 1LG. Telephone: (01978) 298733 and in Flintshire is **Jane Belton** - Flintshire County Council, County Offices, Mold, Telephone: (01352) 701000.

The above named have overall responsibility for safeguarding policy and practice in Wrexham and Flintshire.

### 3. Local authority duty officer for child protection

The duty officer for child protection in Wrexham may be contacted during weekdays on 01978 292039. At night or weekends the number is 0845 0533116. The email address is [emergency.hours@wrexham.gov.uk](mailto:emergency.hours@wrexham.gov.uk)

This person is the first port of call for anyone wishing to make or discuss a child protection referral.

## **Appendix 2 Definitions of abuse**

Children looked after may have experienced abuse prior to entering our care. The nature of such abuse may be **'physical', 'sexual', 'emotional' or 'neglect'**.

### **Physical abuse**

Physical abuse 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 feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using such terms as fictitious illness by proxy or Munchausen Syndrome by proxy.

### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate care or treatment. It may also include neglect of a child's basic emotional needs.

### **Emotional abuse**

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

### **Significant harm**

Under Section 31 (9) of the Children Act 1989 as amended by the Adoption and Children Act 2002, "Harm" means ill treatment or the impairment of health or

development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.

If abuse has occurred this will be identified in the Looked After Children documentation that will have been provided prior to or at the point of admission to the school. It is the responsibility of all staff to be fully aware of the content of such information.

Children who have suffered abuse may be particularly vulnerable to further abuse. There is a well-documented history of individuals involved in the care of children abusing their role and becoming perpetrators of abuse. (Please refer to 'Whistle Blowing Policy').

All staff at the school are required to contribute to the creation of a safe and open environment in which both children and adults feel respected and listened to. Clear routines and boundaries will establish a sense of security and stability.

The school recognises that ultimately responsibility for the investigation of allegations of abuse rests outside the school. It is vitally important that all school staff understand their role in this process, that the investigatory responsibility lies with the relevant Social Services Department, sometimes in conjunction with the police.

Staff will be familiarised with the contents of the *All Wales Child Protection Procedures*. A copy of those procedures will be kept in the school for reference.

### Appendix 3 Listening to Children

Experience, and consultation with children shows that they will talk about their concerns and problems to people they feel they can trust and they feel comfortable with. This will not necessarily be a teacher. It is therefore essential that all staff and volunteers in a school or establishment know how to respond sensitively to a child's concerns, who to approach for advice about them, and the importance of not guaranteeing complete confidentiality. Children also want to know that they will be listened to and their concerns will be taken seriously, so all education establishments should seek to demonstrate to children that they provide them with a safe environment where it is okay to talk. Displays of helpful information about such things as national children's help lines (Children's Commissioner, Child Line, NSPCC) and peer support schemes for children and young people in easily accessible places (e.g. on students' year planners) can encourage them to share concerns and help provide assurance about that

Any member of staff or volunteer who is approached by a child wanting to talk should listen positively and reassure the child. They should record the discussion with the pupil as soon as possible and take action in accordance with the establishment's child protection procedures. The available UK evidence on the extent of abuse among disabled children suggests that some may be especially vulnerable to abuse, for example those who have difficulty communicating. Learning support assistants working with children with special educational needs and disabilities provide close support to them and may encounter indications of possible abuse. Whilst extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children.

The way in which a member of staff talks to a child who discloses abuse could have an effect on the evidence that is put forward if there are subsequent proceedings, and it is important that staff do not jump to conclusions, ask leading questions, or put words in a child's mouth. If a child makes a disclosure to a member of staff s/he should write a record of the conversation as soon as possible, distinguishing clearly between fact, observation, allegation and opinion, noting any action taken in cases of possible abuse and signing and dating the note.

Staff must also be aware that:

- it is not the responsibility of teachers or other staff in schools and FE institutions to investigate suspected cases of abuse;
- any concerns should be taken up with the designated child protection person; and
- they cannot promise a child complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

## Appendix 4 Confidentiality

Many professionals are under a duty of confidentiality. This is important in maintaining confidence and participation in services and thereby helping to protect children's health and wellbeing. But, as relevant guidelines make clear, the duty of confidentiality is not absolute and may be breached where this is in the best interests of the child and in the wider public interest. If professionals judge that disclosure is necessary to protect the child or other children from a risk of serious harm, confidentiality may be breached. Where professionals judge that there is a need to share confidential information with children's social services or the police:

- they should attempt to support the child, where the child is the source of the information, to agree to a disclosure of information within a reasonable timescale;
- they may initially discuss the case anonymously with others, such as a colleague with suitable competence in child protection work or with children's social services;
- the child should be informed, unless to do so would seriously jeopardise their safety; and
- any decision whether or not to share information should be properly documented.

Decisions in this area may need to be made by or with the advice of, people with suitable competence in child protection work, such as named or designated professionals.

Model note for staff

[What to do if a child tells you they have been abused by someone other than a member of staff](#)

*N.B. Where the allegation is against a member of staff you should refer to Welsh Government Circular 002/2013: [Disciplinary and Dismissal Procedures for School Staff](#).*

A child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:

- yours is a listening role, do not interrupt the child if he or she is freely recalling significant events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so as not to lead the child
- you must report orally to the school's designated senior person for child protection immediately
- make a note of the discussion, as soon as is reasonably practicable (but within 24 hours) to pass on to the school's designated person for child protection. The note which should be clear in its use of

terminology should record the time, date, place and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible. Remember, your note of the discussion may be used in any subsequent court proceedings do not give undertakings of absolute confidentiality that a child may be waiting for a case to go to the criminal court, may have to give evidence or may be awaiting care proceedings

- your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.

## **Confidentiality**

Confidentiality issues need to be understood if a child divulges information they are being abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, education staff have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but that they will only tell those who need to know in order to be able to help. They should reassure the child and tell them that their situation will not become common knowledge within the school. Be aware that it may well have taken significant courage on their part to disclose the information and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Please remember the pastoral responsibility of the education service. Ensure that only those with a professional involvement, e.g. the designated senior person and the head teacher, have access to the child protection records. At all other times they should be kept securely locked and separate from the child's main file.

The designated senior person for safeguarding in this school is **James Hughes** The designated governor for safeguarding is : **Hannah Parry**

Telephone number: (01978) 262777

The local authority designated lead officers for safeguarding are: **Francine Salem** Telephone number: (01978) 298733 and **Jane Belton** Telephone: (01352) 701000.



## **Appendix 5 Advice for children and young people**

Woodlands school provides a welcome pack for each new student which contains guidance on keeping themselves safe in school and what to do if they do not feel safe. Each student works on this pack as part of his or her induction programme.

The following advice for students is adapted from *Safeguarding Children in School* (2008):

*If someone is hurting you or your friends, there are people who can help you and stop people from making you feel scared or hurt.*

*If someone is hurting you or your friends you should tell someone you trust. This can be any member of staff in school or in your care home.*

*The person in the school who has special responsibility for helping you if someone is hurting you or your friends is your teacher **James**.*

*If you feel unable to talk to James you can talk to **Darryl or Bal***

*You may also phone an independent person such as **Phil Young (Children's Advocate)***

*If you want to do this you know that you are not allowed to use the phone on your own. You should instead ask a member of staff you trust to be with you while you phone. Or you can make the call with James or Darryl present.*

*You will find an independent person by phoning any of the following numbers:*

Phil Young, your independent advocate at Woodlands: 07891 692308.

Childline 0800 1111

National Society for Prevention of Cruelty to Children (NSPCC) 0808 800 5000

Children's Commissioner for Wales 0808 801 1000

Samaritans 08457 90 90 90

Barnardo's 020 8550 8822

Kidscape 08451 205 204

Bullying Online This is a website: [www.bullying.co.uk](http://www.bullying.co.uk)

## Appendix 6 Advice for Parents/Carers

Parents/carers should be aware that schools have a responsibility to ensure the well-being of all students. This responsibility means that the school:

- will have a child protection policy and procedures;
- should make parents or carers aware of its child protection policy; that this may require their child to be referred to the statutory child welfare agencies if they believe that the child or other children may be at risk of significant harm;
- should endeavour to work with parents/carers regarding the welfare of their child and remain impartial if their child is being, or has been referred;
- should help parents or carers understand that if a referral is made to social services or the police, it has been made in the best interests of the child and that the school will be involved in any child protection enquiry or police investigation in relation to their child's welfare and educational progress; and
- keep the parents or carers informed of the welfare and educational progress of the child.

On 1 September 2006, *section 175 of the Education Act 2002* came into effect. This introduces a duty on local authorities, the governing bodies of maintained schools, and the governing bodies of further education institutions, to have arrangements in place to ensure they safeguard children and that such arrangements take account of guidance issued by the Welsh Government. Independent schools are required to meet equivalent requirements under standards introduced under the terms of *section 157 of the Education Act 2002*.

Where a professional has a concern about a child, they will, in general, seek to discuss this with the family and, where possible, seek their agreement to making a referral to social services. However, this should only be done where such a discussion and agreement will not place a child at increased risk of significant harm. That advice will be provided by the local social services department in consultation, where appropriate, with the police. The designated child protection person at the school should clarify with these statutory agencies, when, how and by whom, the parents or carers will be told about any referral. They should also seek advice as to whether or not the child should be informed of the process.

As a parent or carer you may sometimes feel alone but there is usually somebody you can talk to. Caring for children is not always easy and if you're struggling to cope you may need to ask for help and support to protect your child.

You may find the following helpful:

- make time to talk and listen to your child;
- familiarise yourself with your child's friends and routine;
- be sensitive to changes in behaviour;
- teach your child to feel confident to refuse to do anything they feel is wrong;
- be aware of your child's use of the internet and mobile phone to ensure they don't place themselves at risk.

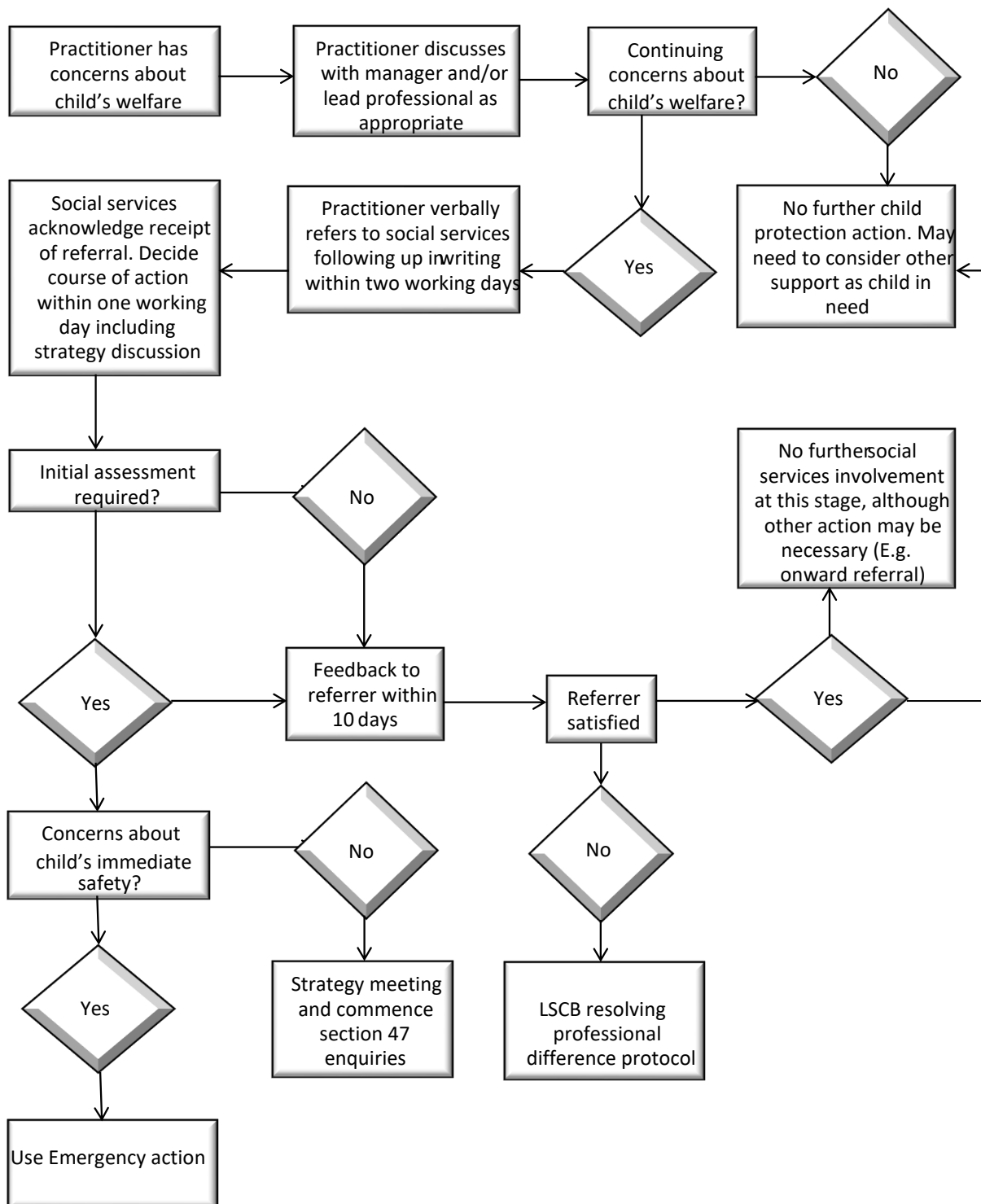
## Appendix 7 Safeguarding children on trips

The school recognises that it is important that the following procedures are adhered to in order to keep children and young people safe:

1. Ensure children and young people are aware of how they are expected to behave.
2. Gain written consent from parents/carers for children to participate in outings, as well as a written statement of any specific needs or requirements for their child.
3. Ensure at least one staff member or volunteer participating in the outing is trained in first aid and has access to first aid equipment.
4. Ensure all those attending are aware of their roles and responsibilities and are appropriately qualified and experienced.
5. If using an activity centre or other external provider:
  - Use reputable organisations which have in place any licences or accreditation required (some adventure activities require specific licences).
  - Visit the centre beforehand wherever possible.
  - Gain agreement from parents/carers and the children and young people on the trip on the activities to be undertaken.
  - Ensure external providers have proper safety procedures in place (e.g. insurance, equipment/transport maintenance, health and safety policy, Child Protection Policy) Ensure the accommodation is suitable
6. All planned activities and trips must be appropriate for the group of children and/or young people participating.

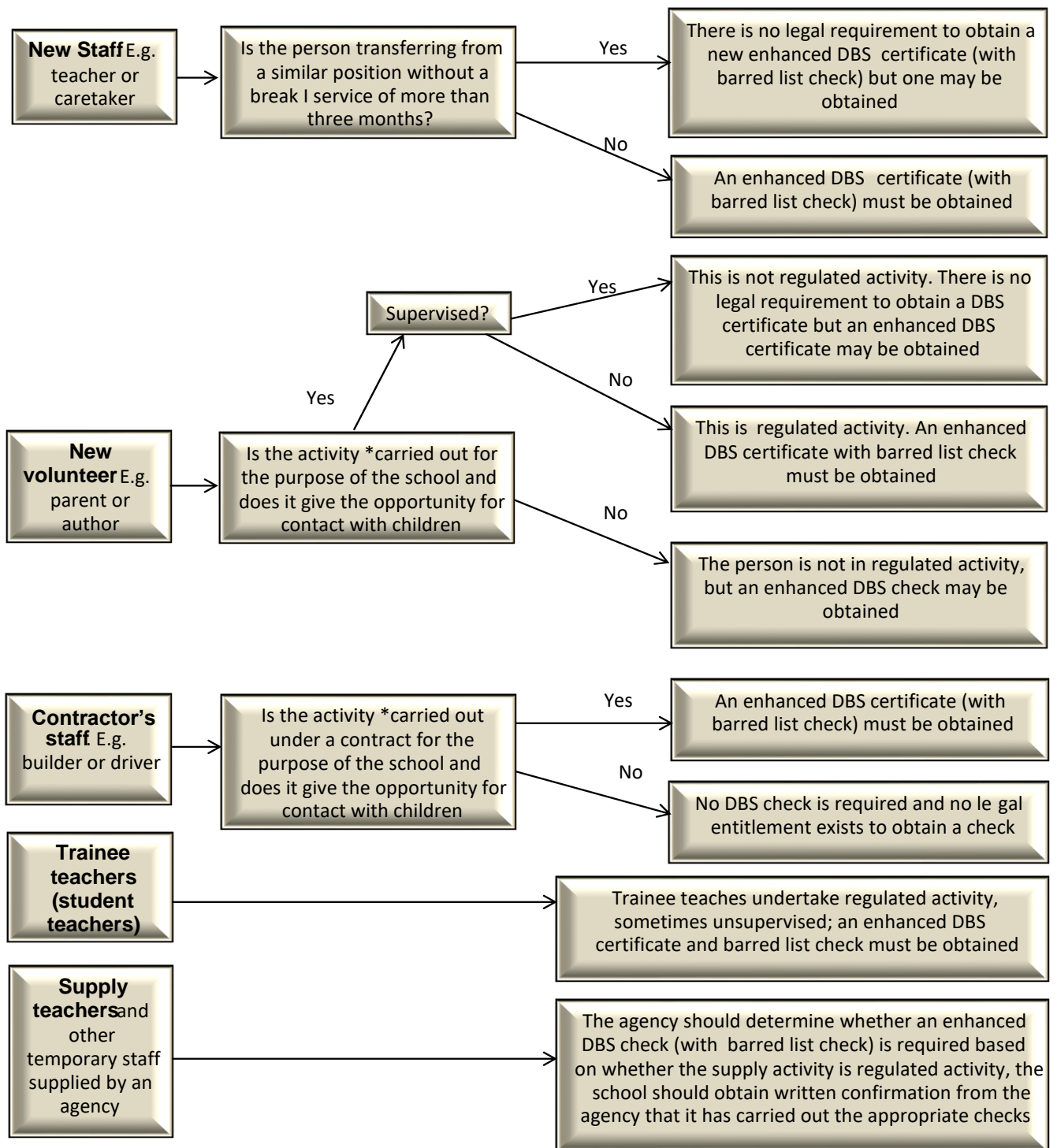
There is a complementary school policy on organising school trips – Out of School Visits and Trips Policy.

## Appendix 8 Summary of referral process



\*Alternatively the practitioner may wish to refer directly to the social services duty officer who will take responsibility for any action consequent on the referral.

## Criminal record checks and barred list checks



## Disclosure and Barring checks

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

## Appendix 9 Risk Assessment

### Prevent Duty Risk Assessment/Action Plan for Woodlands Limited (including school and care houses)

<u>No</u> :	<u>Prevent Vulnerability/Risk Area</u>	<u>Risk</u>	<u>Action taken/already in place to mitigate/address risk</u>	<u>Lead Person</u>	<u>When</u>	<u>RA</u> <u>G</u>
1	<p><b><u>LEADERSHIP</u></b> Do the following people, if applicable, have a good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"?</p> <ul style="list-style-type: none"> <li>• Strategic Planning Team</li> <li>• Governors</li> <li>• staff</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Policies updated</li> <li>• Staff training including e-training</li> <li>• Discussed in team meetings and strategic meetings – standing agenda item.</li> </ul>	BG  BG/LS  House Managers/ Leaders	Annually  Annually /Induction  Fortnightly	G  G  G
2	<p><b><u>Partnership</u></b> 1) Is there active engagement from the institution's managers and leaders? 2) Does the institution have an identified single point of contact (SPOC) in relation to Prevent? 3) Does the institution engage with the BIS Regional Prevent Coordinator, Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level?</p>	Low	<ul style="list-style-type: none"> <li>• Agenda item to discuss any concerns regarding young people.</li> <li>• Prevent nominated person – <b>BG</b></li> <li>• Safeguarding person within Houses/School</li> <li>• LS to represent the organisation at the strategic meetings.</li> </ul>	BG    LS	On-going via training and meetings	G  G  A
3	<p><b><u>Staff Training</u></b> Do all staff have sufficient knowledge and confidence to:</p>	Low	<ul style="list-style-type: none"> <li>• British vales delivered as a whole school assembly and identified in lesson planning where appropriate e.g. through PSHE, Geography,</li> </ul>	BG	Annual training	G

	<p>1) exemplify British Values in their management, teaching and through general behaviours in the institution</p> <p>2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism</p> <p>3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response</p>		<p>History, Religious Studies and English.</p> <ul style="list-style-type: none"> <li>• Training delivered to all staff, including Radicalisation, Extremism and Prevent via the training hub in addition to talks by North Wales police.</li> <li>• Training covers those who are vulnerable and team meetings allow for early identification of those at risk.</li> <li>• Training is annually completed and as part of Induction programme for new staff.</li> </ul>	LS		
4	<p><b><u>Welfare, pastoral and Advocacy support</u></b></p> <p>1) Are there adequate arrangements and resources in place provide pastoral care and support as required by the institution?</p> <p>2) Does the institution have advocacy provision or is this support signposted locally or brought in?</p> <p>3) Are their adequate monitoring arrangements to ensure that this support is effective and supports the institutions welfare and equality policies?</p> <p>4) Does the advocacy support reflect the student, demographic and need?</p>	Low	<ul style="list-style-type: none"> <li>• Independent advocate meets with young people monthly. Visits to homes by social workers and advocates.</li> <li>• High levels of staffing for young people. Weekly therapy sessions.</li> <li>• Supervisions monitor practice and observations.</li> </ul>	All staff	On-going as part of support for all young people.	G



			<ul style="list-style-type: none"> <li>Monitoring of the service is through Governors meetings and team meetings.</li> <li>Annual review of policies.</li> <li>Advocate is independent so that young people and advocate are not compromised.</li> </ul>			
5	<p><b><u>Speakers and Events</u></b></p> <p>1) Is there an effective policy/framework for managing speaker requests?</p> <p>2) Is it well communicated to staff/student and complied with?</p> <p>3) Is there a policy/framework for managing on site events i.e. charity events?</p> <p>4) Are off site events which are supported, endorsed, funded or organised through the institution (including students if applicable) subject to policy/framework?</p>	Med	<ul style="list-style-type: none"> <li>All speakers are approved by Managers and Leaders through team meetings and SPM.</li> <li>Off-site activities closely supervised by staff.</li> </ul>	Managers/ Leaders	On-going	G
6	<p><b><u>Safety Online</u></b></p> <p>1) Does the institution have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty?</p> <p>2) Does the institution employ filtering/firewall systems to prevent</p>	Med	<ul style="list-style-type: none"> <li>The IT policy is combined with the Prevent Duty information.</li> <li>Firewall is updated and checked on all work computers and internet access.</li> </ul>	BG  AC  BG	Annually	G

	<p>staff/student, visitors from accessing extremist websites and material?</p> <p>3) Does this also include the use of using their own devices via Wi-Fi?</p> <p>4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?</p>		<ul style="list-style-type: none"> <li>The policy does include the use of personal devices for work purposes.</li> <li>Emails and internet use are monitored by AC and NetResult.</li> </ul>	AC		
7	<p><b><u>Prayer and Faith Facilities</u></b></p> <p>1) Does the institution have prayer facilities?</p> <p>2) Are they good governance and management procedures in place in respect of activities and space in these facilities?</p>	Low	<ul style="list-style-type: none"> <li>Young people are encouraged to attend religious institutions if they want to and are accompanied by staff.</li> <li>Not applicable</li> </ul>	Care Staff	As and when requested	G
8	<p><b><u>Subcontracting</u></b></p> <p>1) Do all subcontracts include an agreement to comply with the Prevent duty?</p> <p>2) Have all staff from subcontracted organisations who come into contact with your students undergone training?</p>	Med	<ul style="list-style-type: none"> <li>An agreement is signed to show that staff delivering courses/training have had Prevent Duty training and are area of young people's vulnerabilities.</li> </ul>	BG	On-going according to provision.	G
9	<p><b><u>Employers of apprentices and trainees</u></b></p> <p>1) Have all employers signed an agreement to comply with the Prevent duty?</p> <p>2) Is there a designated individual with safeguarding and prevent responsibilities?</p>	Low	<ul style="list-style-type: none"> <li>Contracts will need to change!</li> <li>Governor and named safeguarding person in school and Houses.</li> <li>Training updated annually as part of safeguarding.</li> </ul>	AC  Managers  LS/BG	Annually	G



11	<p><b><u>Safeguarding</u></b></p> <p>1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?</p> <p>2) Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism?</p> <p>3) Does the institution utilise Channel as a support mechanism in cases of radicalisation and extremism?</p> <p>4) Does the institution have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral?</p>	Med	<ul style="list-style-type: none"> <li>• Safeguarding policy updated and training updated as well.</li> <li>• Supervision allows for concerns to be raised as well as team meetings.</li> <li>• Through the strategic board issues discussed and Channel used if appropriate.</li> <li>• Safeguarding policy has referral process.</li> <li>• Referral process of Radicalisation is covered through PREVENT training.</li> <li>• Channel would only be used in cases of serious concerns relating to radicalisation and extremism.</li> </ul>	BG	Updated annually	G
12	<p><b><u>Communications</u></b></p> <p>1) Is the institution Prevent Lead and their role widely known across the institution?</p> <p>2) Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area?</p>	Med	<ul style="list-style-type: none"> <li>• Team meetings</li> <li>• Through assemblies and activities within lessons.</li> <li>• Information is shared regularly with social workers and staff through meeting, handovers and briefings.</li> </ul>	Managers	Fortnightly	G

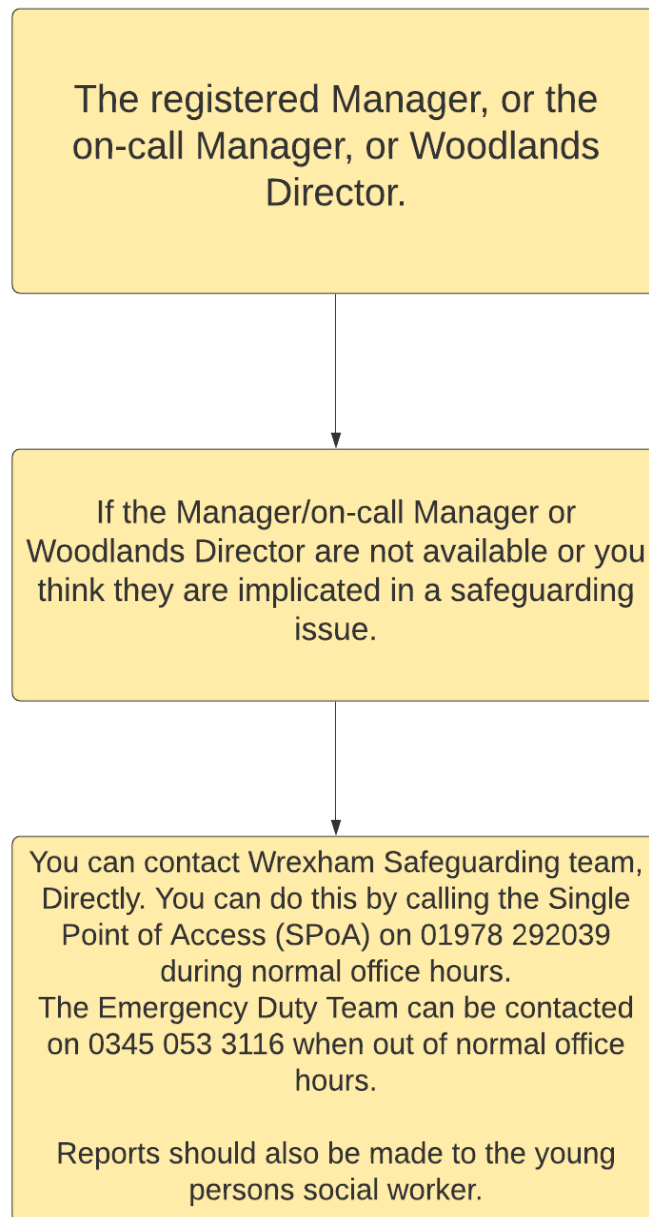
	<b>3)</b> Are there information sharing protocols in place to facilitate information sharing with Prevent partners?					
13	<b><u>Incident Management</u></b> 1) Does the institution have a critical incident management plan which is capable of dealing terrorist related issues? 2) Is a suitably trained and informed person identified to lead on the response to such an incident? 3) Does the Communications/Media department understand the nature of such an incident and the response that may be required? 4) Does the institution have effective arrangements in place to identify and respond to tensions on or off site which might impact upon staff, student and/or public safety? 5) Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate?	Med	<ul style="list-style-type: none"> <li>• Business Contingency Plan and Emergency Plan updated as necessary and shared with key staff.</li> <li>• Each House Manager and Head Teacher.</li> <li>• Emergency plans cover support and therapy.</li> </ul>	Managers	Updated when information changes	G
14	<b><u>Staff and Volunteers</u></b> 1) Does awareness training extend to sub-contracted staff and volunteers?	Low	<ul style="list-style-type: none"> <li>• Volunteers are not used in the organisation.</li> </ul>	AC	As and when required	G

	2) Is the institution vigilant to the radicalisation of staff by sub-contracted staff and volunteers?		<ul style="list-style-type: none"> <li>• Sub-contractors sign a contract to show understanding of Prevent Duty.</li> </ul>			
15	<p><b><u>Freedom of Expression</u></b></p> <p>1) Does the institution have a Freedom of Speech/Expression policy?</p> <p>2) Does this policy recognise and incorporate the risks associated with radicalisation and extremism?</p> <p>3) Is the need to protect vulnerable individuals covered within this policy?</p>	Low	<ul style="list-style-type: none"> <li>• Woodlands does have a Free speech policy.</li> <li>• The policy outlines that Woodlands challenges extreme views with a sensitive and supportive approach.</li> <li>• All students at Woodlands are considered as vulnerable due to their past experiences and specific needs, this is recognised in the need to protect each of them in an individual manner as listed in their individual risk assessments.</li> </ul>	BG	Updated annually	G
16	<p><b><u>Fundraising</u></b></p> <p>1. Does the institution have a fundraising policy and procedure?</p> <p>2. How are charities checked to make sure that extremist organisation are not inadvertently being funded?</p>	Med	<ul style="list-style-type: none"> <li>• Policy in place for fund-raising.</li> <li>• Charities are researched before they are chosen.</li> <li>• Team meetings and SPM decide on the charities chosen.</li> </ul>	Managers/ Director	As and when needed	G



## Simplified Safeguarding Children/Child Protection Flowchart

### Report concerns without delay to -:





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