

# Woodlands Infant School



The best me that I can be

## Safeguarding and Child Protection Policy

| Key contacts                         |                   |                                                                                                          |
|--------------------------------------|-------------------|----------------------------------------------------------------------------------------------------------|
| Role                                 | Name              | Contact details                                                                                          |
| DSL                                  | Mr Anthony Waters | <a href="mailto:s57awaters@woodlands-inf.solihull.sch.uk">s57awaters@woodlands-inf.solihull.sch.uk</a>   |
| Deputy DSLs                          | Mrs Holly Meehan  | <a href="mailto:s57hmeehan@woodlands-inf.solihull.sch.uk">s57hmeehan@woodlands-inf.solihull.sch.uk</a>   |
|                                      | Ms Louise Davies  | <a href="mailto:s57ldavies@woodlands-inf.solihull.sch.uk">s57ldavies@woodlands-inf.solihull.sch.uk</a>   |
|                                      | Mrs Laura Freeman | <a href="mailto:s57lfreeman@woodlands-inf.solihull.sch.uk">s57lfreeman@woodlands-inf.solihull.sch.uk</a> |
| Headteacher                          | Mr Anthony Waters | <a href="mailto:s57awaters@woodlands-inf.solihull.sch.uk">s57awaters@woodlands-inf.solihull.sch.uk</a>   |
| Safeguarding governor                | Mr Warren Mills   | <a href="mailto:g57wmills@woodlands-inf.solihull.sch.uk">g57wmills@woodlands-inf.solihull.sch.uk</a>     |
| MASH (Multi-Agency Safeguarding Hub) |                   | 0121 788 4300 (for concerns during school holidays or when school is closed).                            |

Approved by: Full board

Date of approval: 09/09/26

Next review due by: As per KCSIE updates / at least annually

Shared with staff: September 2026

Signed Chair: Mrs Anna Topa

Signed Headteacher: Mr Anthony Waters

# **Contents**

|                                                                                                    |    |
|----------------------------------------------------------------------------------------------------|----|
| <b><i>Child-centred approach to safeguarding</i></b> .....                                         | 4  |
| <i>Introduction</i> .....                                                                          | 4  |
| <i>Policy context</i> .....                                                                        | 5  |
| <i>Key legislation</i> .....                                                                       | 5  |
| <i>Definition of Safeguarding</i> .....                                                            | 6  |
| <i>Related safeguarding policies</i> .....                                                         | 7  |
| <i>Policy compliance, monitoring and review</i> .....                                              | 7  |
| <b><i>Key responsibilities</i></b> .....                                                           | 8  |
| <i>Governance and leadership</i> .....                                                             | 8  |
| <i>Designated safeguarding lead (DSL)</i> .....                                                    | 8  |
| <i>Members of staff</i> .....                                                                      | 11 |
| <i>Children and young people</i> .....                                                             | 12 |
| <i>Parents and carers</i> .....                                                                    | 12 |
| <b><i>Child Protection procedures</i></b> .....                                                    | 13 |
| <i>Recognising indicators of abuse, neglect and exploitation</i> .....                             | 13 |
| <i>Responding to child protection concerns</i> .....                                               | 14 |
| <i>Recording concerns</i> .....                                                                    | 17 |
| <i>Multi-agency working</i> .....                                                                  | 18 |
| <i>Confidentiality and information sharing</i> .....                                               | 18 |
| <i>Complaints</i> .....                                                                            | 18 |
| <b><i>Specific forms of abuse and safeguarding issues</i></b> .....                                | 19 |
| <i>Child on child abuse</i> .....                                                                  | 19 |
| <i>Child-on-child sexual violence and sexual harrassment</i> .....                                 | 20 |
| <i>Harmful Sexual Behaviour</i> .....                                                              | 20 |
| <i>Nudes and semi-nudes, including where generated by children</i> .....                           | 22 |
| <i>Child sexual exploitation (CSE) and child criminal exploitation (CCE)</i> .....                 | 23 |
| <i>Serious violence</i> .....                                                                      | 25 |
| <i>Domestic abuse</i> .....                                                                        | 25 |
| <i>Honour or faith-based abuse (including Female Genital Mutilation and forced marriage)</i> ..... | 26 |
| <i>Preventing radicalisation</i> .....                                                             | 28 |
| <i>Cybercrime</i> .....                                                                            | 29 |
| <b><i>Supporting children potentially at greater risk of harm</i></b> .....                        | 29 |
| <i>Safeguarding children with special educational needs or disabilities (SEND)</i> .....           | 29 |
| <i>Children requiring mental health support</i> .....                                              | 30 |
| <i>Children absent from education</i> .....                                                        | 30 |
| <i>Elective home education</i> .....                                                               | 30 |
| <i>Children who are missing education</i> .....                                                    | 31 |
| <i>Looked after children, previously looked after children and care leavers</i> .....              | 31 |
| <i>Children who are lesbian, gay or bisexual</i> .....                                             | 32 |

|                                                                                          |                  |
|------------------------------------------------------------------------------------------|------------------|
| <i>Children who are questioning their gender.....</i>                                    | <i>32</i>        |
| <i>Online safety .....</i>                                                               | <i>33</i>        |
| <i>Policies and procedures.....</i>                                                      | <i>33</i>        |
| <i>Appropriate filtering and monitoring.....</i>                                         | <i>34</i>        |
| <i>Information security and access management .....</i>                                  | <i>36</i>        |
| <i>Staff and Governor training.....</i>                                                  | <i>36</i>        |
| <i>Educating learners .....</i>                                                          | <i>36</i>        |
| <i>Working with parents and carers.....</i>                                              | <i>37</i>        |
| <i>Remote learning .....</i>                                                             | <i>37</i>        |
| <i>Mobile devices.....</i>                                                               | <i>38</i>        |
| <b><i>Staff and governor engagement and expectations .....</i></b>                       | <b><i>39</i></b> |
| <i>Awareness, induction and training .....</i>                                           | <i>39</i>        |
| <i>Safer-working practice .....</i>                                                      | <i>40</i>        |
| <i>Supervision and support.....</i>                                                      | <i>40</i>        |
| <b><i>Safer recruitment and allegations .....</i></b>                                    | <b><i>40</i></b> |
| <i>Safer recruitment and safeguarding checks .....</i>                                   | <i>40</i>        |
| <i>Allegations and concerns.....</i>                                                     | <i>41</i>        |
| <b><i>Opportunities to teach safeguarding .....</i></b>                                  | <b><i>43</i></b> |
| <b><i>Physical Safety .....</i></b>                                                      | <b><i>44</i></b> |
| <i>Use of reasonable force.....</i>                                                      | <i>44</i>        |
| <i>The use of premises by other organisations .....</i>                                  | <i>44</i>        |
| <i>Sport .....</i>                                                                       | <i>44</i>        |
| <i>Site Security.....</i>                                                                | <i>45</i>        |
| <b><i>Local Support .....</i></b>                                                        | <b><i>45</i></b> |
| <b><i>Appendix 1: Categories of abuse .....</i></b>                                      | <b><i>46</i></b> |
| <b><i>Appendix 2: Support organisations .....</i></b>                                    | <b><i>49</i></b> |
| <b><i>Appendix 3: Dealing with a disclosure .....</i></b>                                | <b><i>53</i></b> |
| <b><i>Appendix 4: What to do if you have concerns .....</i></b>                          | <b><i>54</i></b> |
| <b><i>Appendix 5: Safeguarding Policies and Procedures .....</i></b>                     | <b><i>56</i></b> |
| <b><i>Appendix 6: Lettings checklist for providers using the Woodlands site.....</i></b> | <b><i>57</i></b> |

# Child-centred approach to safeguarding

## Introduction

Woodlands recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

Woodlands believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

Staff working with children at Woodlands will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

Woodlands recognises the importance of providing an ethos and environment within school that will help children to be safe and to feel safe, including online. In our school children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

We acknowledge that a child may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. We understand that this may happen for a range of reasons but would never let it prevent us from raising concerns with the DSL or local authority children's social care, as necessary. We are committed to building trusted relationships with children, young people and families which facilitate communication.

We believe that safeguarding is everyone's responsibility and that the provision of effective early help and early intervention is essential to promoting children's welfare and preventing concerns from escalating.

Our core safeguarding principles are:

- **Prevention**  
Promoting a positive, supportive and safe culture, providing effective curriculum and pastoral opportunities, implementing safer recruitment practices, and identifying emerging needs at the earliest opportunity.
- **Protection**  
Following agreed safeguarding procedures and ensuring all staff are trained and supported to recognise, respond to and report concerns promptly, enabling timely intervention to reduce the risk of harm.
- **Support**  
Providing early help, support and appropriate interventions for children, families and staff, particularly where needs are emerging or there is a risk of harm.
- **Working with parents and other agencies**  
Working collaboratively with parents, carers and partner agencies to identify needs early, share information appropriately, and provide coordinated support and protection.

The procedures contained in this policy apply to all staff, including and governors, temporary or third-party agency staff and volunteers) and are consistent with those outlined within KCSiE 2026.

## Policy context

Governing bodies and proprietors have a strategic leadership responsibility for their school or college's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to the Department for Education's, 'Keeping children safe in education' 2026 (KCSIE), ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

This policy is implemented in accordance with our compliance with the KCSIE which requires individual schools and colleges to have an effective child protection policy.

## Key legislation

This policy is informed by and complies with the statutory guidance *Keeping Children Safe in Education* and *Working Together to Safeguard Children*. It is underpinned by the legislation listed below and associated safeguarding legislation and regulations including the Statutory Framework for the Early Years Foundation Stage (where applicable).

### **1. Children Act 1989**

The foundation of child protection law in England, establishing the principle that the child's welfare is paramount and setting out duties relating to children in need and those at risk of significant harm.

### **2. Children Act 2004**

Introduced stronger multi-agency working arrangements and placed duties on organisations to safeguard and promote the welfare of children.

### **3. Education Act 2002 (Section 175 and Section 157)**

Places duties on maintained schools, governing bodies, local authorities and proprietors of independent schools to safeguard and promote the welfare of children. KCSIE is issued under these provisions.

### **4. Education (Independent School Standards) Regulations 2014**

Requires independent schools, academies and free schools to have effective safeguarding arrangements. KCSIE is issued partly under these regulations

### **5. Children and Social Work Act 2017**

Introduced local safeguarding partner arrangements to replace Local Safeguarding Children Boards and strengthened support for children in care and care leavers.

### **6. Safeguarding Vulnerable Groups Act 2006**

Established the barring system and arrangements for preventing unsuitable people from working with children.

### **7. Protection of Freedoms Act 2012**

Amended vetting and barring arrangements and introduced the Disclosure and Barring Service (DBS).

### **8. Counter-terrorism and Security Act 2015**

Places the Prevent Duty on schools to have due regard to preventing people from being drawn into terrorism.

### **9. Data Protection Act 2018 and UK GDPR**

Provides the legal framework for sharing and managing information appropriately in safeguarding contexts.

### **10. Equality Act 2010 inc. the Public Sector Equality Duty (PSED)**

Requires schools to eliminate discrimination, advance equality of opportunity and protect pupils with protected characteristics.

This policy is informed by current children's social care reforms and developments in education and safeguarding policy, including the Families First Partnership Programme, reforms to family help and child protection arrangements, and relevant provisions arising from the Children's Wellbeing and Schools Bill where enacted. The Bill includes measures intended to strengthen information sharing between agencies and improve identification and support for vulnerable children. These developments reinforce the school's commitment to early intervention, effective multi-agency working and improving outcomes for children and families.

**Woodlands'** policy reflects these duties and complies with our funding agreement and articles of association.

## **Definition of safeguarding**

In line with KCSIE 2026, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Providing help and support to meet the needs of children as soon as problems emerge;
- Protecting children from maltreatment, whether that is within or outside the home, including online;
- Preventing the impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

The school acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):

- Abuse, neglect and exploitation
- Child abduction and community safety incidents
- Child criminal exploitation (CCE) and child sexual exploitation (CSE)
- Children and the court system
- Children with family members in prison
- Children who are absent from education
- Child-on-child abuse
- County lines
- Cybercrime
- Domestic abuse
- Homelessness
- Mental health
- Modern Slavery and the National Referral Mechanism
- Preventing radicalisation
- Serious violence
- Sexual violence and sexual harassment between children in schools and colleges
- So-called 'honour-based' abuse, including Female Genital Mutilation (FGM) and forced marriage
- Violence Against Women and Girls (VAWG), including misogyny, sexual harassment, sexual violence, coercive behaviour, image-based abuse and other forms of gender-based abuse and violence.

(Also see Part One and Annex A within 'Keeping children safe in education' 2026)

We recognise that safeguarding issues are often linked and overlapping, including drug and alcohol misuse, persistent absence, criminal exploitation, radicalisation, serious violence, and the consensual or non-consensual sharing of nudes/semi-nudes.

## **Related safeguarding policies**

This policy is one of a series in the Woodlands integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below:

- [Acceptable Use Policy](#)
- [Attendance Policy](#)
- [Behaviour and Anti-Bullying Policy](#)
- [Central Education Safeguarding Policy \(Holiday club\)](#)
- [Code of Conduct policy](#)
- [Data Protection Policy](#)
- [Designated Teacher – Looked After Children Policy](#)
- [Health and Safety Policy](#)
- [Intimate Care Policy](#)
- [Managing Allegations Policy](#)
- [Mobile Device Policy](#)
- [Parent Carer Acceptable Use Policy](#)
- [PSHE Policy \(including Relationships and Sex Education\)](#)
- [Remote Learning Policy](#)
- [Risk assessments](#)
- [Safer Recruitment Policy](#)
- [Sexualised behaviour and management plan](#)
- [Use of Force Policy](#)
- [Volunteer Policy](#)
- [Whistleblowing Policy](#)

## **Policy compliance, monitoring and review**

Woodlands will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.

All staff (including temporary staff and volunteers) will be provided with a copy of this policy, Part One and Annex A (if appropriate) of KCSiE 2026. These can be found in the policy folder on the w: drive and on the school website at <https://www.woodlandsinfantschool.co.uk/>.

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this

Parents/carers can obtain a copy of the school Child protection policy and other related policies on request. Additionally, our policies can be viewed via the school website. The policy forms part of our school development plan and will be reviewed annually by the Headteacher and governing body who has responsibility for oversight of safeguarding and child protection systems.

The Headteacher who is one of the three designated safeguarding leads will ensure regular reporting on safeguarding activity and systems to the governing body. The governing body will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

# Key responsibilities

## Governance and leadership

The governing body and leadership team have a strategic responsibility for our safeguarding arrangements and will comply with their legislative duties.

The governing body have regard to the KCSiE 2026 guidance and will ensure our policies, procedures and training are effective and comply with the law at all times.

The school has a nominated governor (or equivalent) for safeguarding. The nominated governor will support the DSLs and have oversight in ensuring that the school has an effective policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually and when required.

All governors receive appropriate safeguarding and child protection (including online) training at induction. Training is updated regularly.

The governing body and leadership team will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.

The governing body is aware of its obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements.

The governing body has reviewed the Department for Education filtering and monitoring standards and has met them in partnership with the designated safeguarding lead, IT staff and service providers.

The Headteacher will ensure that our child protection and safeguarding policies and procedures adopted by the governing body are understood, and followed by all staff.

## Designated Safeguarding Lead (DSL)

The school has appointed Mr Anthony Waters (Headteacher) as the Designated Safeguarding Lead (DSL). The DSL is the school's lead professional for safeguarding (including online safety and understanding the filtering and monitoring systems and processes in place), responsible for coordinating child protection arrangements, managing referrals, advising staff, maintaining records, working with agencies, and ensuring that children receive the right help at the right time.

Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

The school also has appointed Deputy DSLs, Miss Louise Harris (Childcare Manager), Mrs Holly Meehan (Early Years Lead) and Mrs Laura Freeman (Deputy Headteacher), who have delegated responsibilities and act in the DSLs absence.

It is the role of the DSL to carry out their functions as identified in Annex C of KCSiE 2026. This includes but is not limited to:

- Taking lead responsibility for safeguarding and child protection (including online safety) and understanding the filtering and monitoring systems and processes in place)
- Ensuring every member of staff and governing body members know the names of the Designated Safeguarding Lead responsible for child protection and their role.

- Ensuring all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring and concerns to the designated safeguarding lead responsible for child protection
- Ensuring that staff are aware of what to do if there are concerns around a child – Appendices 3 and 4
- Acting as a source of support, advice and expertise for all staff and as a point of contact with the safeguarding partners.
- Liaising with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaising with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- Maintaining a confidential recording system for safeguarding and child protection concerns that is accurate, kept up to date and stored securely.
- Ensuring that child protection files are transferred to any new schools as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.
- Sharing any relevant safeguarding or support information with a child's new school or college before they leave, where appropriate, so the receiving setting can put suitable support in place, keep the child safe, and help them succeed.
- Liaise with the headteacher to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the [Statutory guidance - PACE Code C 2019](#).
- Ensuring that locally established procedures as put in place by the three safeguarding partners as part of the [West Midlands Safeguarding and Child Protection Procedures](#) including referrals, are followed, as necessary.
- Being available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
- Working with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
  - ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
  - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes
- Ensuring each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part-time staff.

- Ensuring the school/college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing board/proprietor regarding this.
- Ensuring the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school/college in this
- Linking with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Helping promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school/college leadership staff.
- Liaising with the "case manager" (as per Part four KCSIE) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member.
- Promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

The designated safeguarding lead will refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. . The DSL also undertakes Prevent awareness training. Deputy DSLs will be trained to the same standard as the DSL. At Woodlands we have the following arrangements in place to ensure that our DSLs and their deputies a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care:

- Specific local authority training by the local authority upon appointment to the role.
- One further safeguarding module annually.
- The local authority will also provide training opportunities throughout the year including:
  - ☐ New DSL training
  - ☐ DSL refresher training
  - ☐ Themed events on safeguarding issues
  - ☐ Safer recruitment training
  - ☐ Managing allegations training (SSCP)
  - ☐ Termly DSL briefings
  - ☐ Prevent training

The DSLs and deputies at school/college have the training, knowledge and skills so that they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a

child protection review conference and be able to attend and contribute to these effectively when required to do so

- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online.
- obtain access to resources and attend any relevant or refresher training courses, encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them.

## Members of staff

All members of staff have a responsibility to:

- Have read and understood this policy, Part one and Annex A (where they work directly with children) of KCSIE.
- Provide a safe environment in which children can learn.
- Be aware of the indicators of abuse and neglect and exploitation so that they can identify cases of children who may need help or protection.
- Know what to do if a child tells them that he or she is being abused, neglected or exploited and understand the impact abuse and neglect can have upon a child.
- Know how to manage the requirement to maintain an appropriate level of confidentiality.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand the school safeguarding policies and systems including:
  - Safeguarding and Child Protection policy (which includes the policy and procedures to deal with child-on-child abuse)
  - Behaviour policy (which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
  - Staff Code of Conduct policy (which includes low-level concerns, allegations against staff and whistleblowing)
  - our safeguarding response to children who are absent from education, particularly on repeat occasions and /or prolonged periods.

- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Support social workers and other agencies following any referral.
- Know how to maintain an appropriate level of confidentiality.
- Maintain professional curiosity even where children may not feel ready or know how to tell someone they are being abused.
- Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.
- The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

## Children and young people

Children and young people (learners) have a right to:

- Be protected from maltreatment, abuse, neglect and exploitation.
- Feel safe and be safe at school
- Have their welfare, best interests, wishes and feelings taken into account.
- Receive help and support at the earliest opportunity.
- Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- Contribute to the development of school safeguarding policies.
- Receive appropriate support when they are vulnerable or at greater risk of harm.
- Learn how to keep themselves safe and recognise risks, including online.

## Parents and carers

Parents/carers have a responsibility to:

- Support the school's safeguarding policies, procedures and expectations, including those relating to behaviour, attendance, online safety and the use of technology.
- Work in partnership with the school to promote their child's safety, wellbeing and educational achievement.
- Talk to their children about safeguarding issues and support the school in their safeguarding approaches.
- Share any concerns about their child's welfare, behaviour, mental health, online activity or safety with the school at the earliest opportunity.
- Inform the school of any safeguarding concerns, including those that may arise outside school, which could affect their child's welfare or educational experience.
- Engage positively with early help, Family Help and other support services where concerns are identified and additional support is offered.
- Ensure their child attends school regularly, punctually and is ready to learn.
- Seek help and support from the school or other agencies.

# Child protection procedures

## Recognising indicators of abuse, neglect and exploitation

All staff are made aware of the definitions and indicators of abuse, neglect and exploitation as identified by Working Together to Safeguard Children 2023 and Keeping Children Safe in Education 2026. These are outlined locally within the [West Midlands Regional Child Protection Procedures](#).

Woodlands Infant School recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

*For further information see Appendix 1.*

Woodlands recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is important to recognise that indicators of abuse, neglect and exploitation do not automatically mean a child is being abused however all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.

Woodlands recognises abuse, neglect, exploitation and other safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with a DSL.

Woodlands recognises that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online.

**The lead DSL and the deputies are most likely to have a complete safeguarding picture and will be the most appropriate individuals to advise on any safeguarding concerns. If the DSL is unavailable, a Deputy DSL will be the next point of contact.**

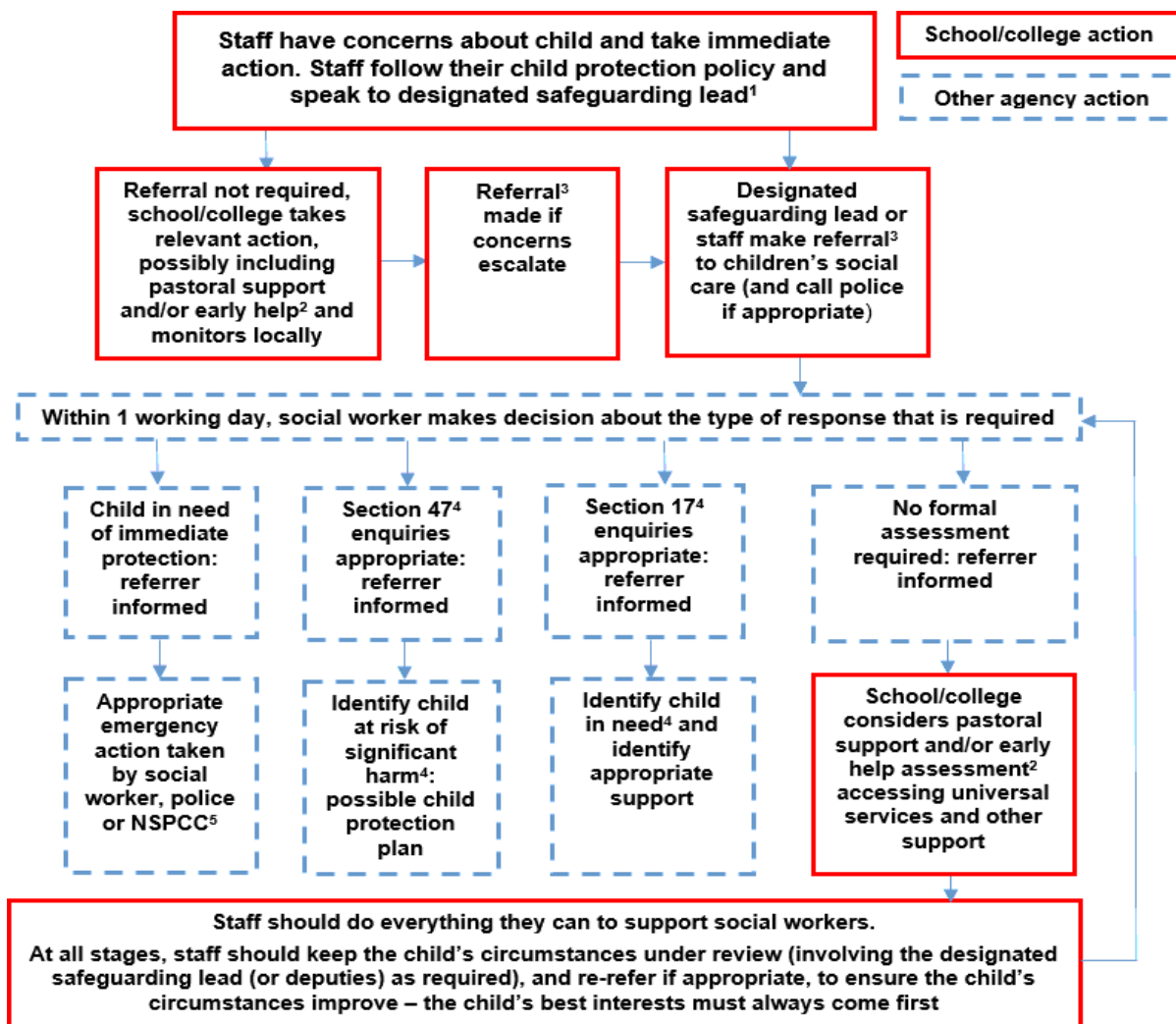
Parental behaviours can indicate child abuse or neglect, so staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

Children may report abuse happening to themselves, their peers or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.

Safeguarding incidents and/or behaviours can be associated with factors and risks outside the school. Children can be at risk of abuse or exploitation in situations outside their families; extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Technology can be a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face and in many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

By understanding the indicators of abuse, neglect and exploitation, we can respond to problems as early as possible and provide the right support and services for the child and their family. Where there are concerns about a child, we will follow the flow chart below:



**All members of staff are expected to be aware of and follow this approach if they are concerned about a child**

1. In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of KCSiE 26.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children (2023) provides detailed guidance on the early help process.
3. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children (2023).
4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in chapter one of Working together to safeguard children.
5. This could include applying for an Emergency Protection Order (EPO).

In all cases, if staff are unsure, they will always speak to the DSL (or deputy).

## Responding to child protection concerns

If staff are made aware of a child protection concern, they are expected to:

- listen carefully to the concern and be non-judgmental.

- reassure children that they have been heard and that they have done the right thing by speaking out.
- only use open questions to clarify information where necessary, e.g., who, what, where, when or Tell, Explain, Describe (TED).
- never promise confidentiality to a child and explain that information may need to be shared with those who can help keep them safe.
- be clear about boundaries and how the report will be progressed.
- record the concern in line with Woodlands' record keeping requirements, on CPOMS.
- Report concerns immediately to a DSL.

The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken. Staff should speak to a member of the senior leadership team and/or take advice from MASH. In these circumstances, any action taken will be shared with a DSL as soon as is practically possible.

Where a safeguarding concern may involve prohibited items, evidence of abuse, exploitation, criminal activity or a risk of harm to a child or others, authorised staff may undertake searches and confiscate items, including electronic devices, in accordance with the school's Searching, Screening and Confiscation Policy, Behaviour Policy and DfE guidance. Any action taken will be proportionate, lawful and focused on safeguarding the child.

Woodlands will respond to concerns in line with the West Midlands Regional Child Protection Procedures.

- The full West Midlands child protection procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website:  
<https://westmidlands.procedures.org.uk/page/contents>

For children who live in Solihull, if we have concerns for a child, we may discuss them with Solihull Children's Social Work Services by calling the Multi Agency Safeguarding Hub (MASH) on 0121 788 4300.

Out of office hours, we will contact the Emergency Duty Team (EDT) on 0121 605 6060.

If we think a child is in immediate danger, we will call the emergency services on 999.

For other local authority multi-agency safeguarding arrangements, please see Appendix B.

Woodlands recognise that in situations where there are immediate child protection concerns for a child as identified in line with **Thresholds guidance**, it is NOT to investigate as a single agency, but to act in line with West Midlands procedures which may involve multi-agency decision making.

The DSL may seek advice or guidance from a social worker within MASH who are the first point of contact for Children's Services.

All staff are aware of the process for making requests for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

Where it is identified a child may benefit from early help support the DSL (or deputy) will generally lead as appropriate and complete an early help assessment in partnership with the child/young person and their family. Staff can access support for early help assessments from our SMBC Early Help Coordinator, Natalie Sturgeon, [nsturgeon@solihull.gov.uk](mailto:nsturgeon@solihull.gov.uk).

Further information about Early Help in Solihull can be found on the Solihull Metropolitan Borough Council website here: [Early Help | Solihull Metropolitan Borough Council](#). The site also provides links to the Family

Helpline (available to both families and professionals) and details about the Family Hubs. These hubs bring together a range of partner services and offer signposting to foodbanks, travel passes, family support drop-in clinics, and parent/carer sessions with the Education Participation and Advisory Service.

The DSL will keep all early help cases under constant review and consideration will be given to escalating concerns to the MASH if the situation does not appear to be improving or is getting worse.

If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving and these concerns are not being addressed through the appropriate review processes, or there is a concern regarding decisions made, the DSL will consider following Solihull SSCP's escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves:

[Escalation policy: Resolution of professional disagreements \(procedures.org.uk\)](https://procedures.org.uk)

## Operation Encompass

Woodlands are working in partnership with West Midlands Police and Solihull Children's Services to identify and provide appropriate support to children who have experienced domestic abuse in their household; this scheme is called [Operation Encompass](#).

### Additional information - Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place. National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects;
- Refuge what is domestic violence/effects of domestic violence on children;
- SafeLives: young people and domestic abuse.

On receipt of any information, the DSL will decide on the appropriate support the child requires. All information sharing and resulting actions will be undertaken in accordance with the Operation Encompass Joint Agency Protocol for Domestic Abuse. We will record and store this information in accordance with the record keeping procedures around safeguarding the wellbeing of children and young people.

## Parental consent

As a school, we recognise the important role that parents and carers play in safeguarding and promoting the welfare of children and young people. Wherever possible, concerns about a child's welfare will be discussed with parents and carers, and their consent will normally be sought before making referrals to early help, Family Help or other support services. However, consent will not be sought, or parental involvement may be delayed, if doing so would place a child at increased risk of harm, prejudice a child protection enquiry, compromise the prevention or detection of a crime, or otherwise be contrary to the child's best interests.

In such circumstances, the DSL will make decisions in consultation with relevant agencies and in accordance with local safeguarding procedures. The safety, welfare and best interests of the child will always be the school's paramount consideration. Appropriate information may be shared without consent where there is a lawful safeguarding reason to do so.

A decision by any professional not to seek parental permission before making a referral to Children's Services will be recorded and the reasons given.

Where a parent has agreed to a request for support/services, this will be recorded and confirmed on the multi-agency referral form (MARF). Where the parent is consulted and does not give permission, further advice will be sought from MASH, unless to do so would cause undue delay. Any further advice and decision making will be fully recorded.

If, having taken full account of the parent's wishes, it is still considered that there is a need for a referral:

- The reason for proceeding without parental agreement will be recorded;
- Children's Services will be told that the parent has withheld her/his permission;
- The parent will be contacted by the referring professional to inform her/him that after considering their wishes, a referral has been made. The timing of this contact will be agreed with Children's Services.

For more detailed information about [Parental engagement and consent](#), please see the document linked.

## Recording concerns

All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on the school electronic recording system CPOMS. [Supply or volunteer staff should inform teaching staff without delay if they have a concern.](#)

Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if injuries have been observed.

**If there is an immediate safeguarding concern the member of staff will consult with a DSL without delay before completing the form as reporting urgent concerns takes priority.**

If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.

Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.

Child protection records will be kept confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the school. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.

All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained. In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support. Where the school receives child protection files, the DSL will ensure key staff such as the special educational needs co-ordinators (SENCOs)/ named person with oversight for SEN, will be made aware of relevant information as required.

When a child transfers to Woodlands from another setting, that other setting is contacted for any child protection information to be passed on securely either through electronic CPOMS transfer or by post / email.

## **Multi-agency working**

Woodlands recognises and is committed to its responsibility to work within the West Midlands Child Protection and Procedures safeguarding arrangements. The leadership team and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.

Woodlands recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to West Midlands processes as required, such as, participation in relevant safeguarding multi-agency plans and meetings, including child protection conferences, core groups, strategy meetings, child in need meetings or other early help multi-agency meetings.

## **Confidentiality and information sharing**

Woodlands recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSiE 2026.

Woodlands has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSiE 2026). DfE "Information sharing advice for safeguarding practitioners" (2018) provides further detail.

The Headteacher and DSL will disclose relevant safeguarding information about a learner with staff on a 'need to know' basis.

All members of staff must be aware that whilst they have duties to keep information confidential, in line with our Confidentiality policy, they also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate. All staff are aware they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

## **Complaints**

All members of the Woodlands community should feel able to raise or report any concerns about children's safety or potential failures in the school safeguarding regime. The school has a complaints procedure available to parents, learners and members of staff and visitors who wish to report concerns or complaints. The Compliments and Complaints policy can be found on the school's w:drive and on the school website.

Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

The Senior Leadership Team at Woodlands will take all concerns reported to the school seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.

Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in line with our managing allegations policy. Any member of staff/volunteer/parent/carer can contact Solihull's local authority designated officer (LADO) [lado@solihull.gov.uk](mailto:lado@solihull.gov.uk) 07795 128638 if they have a concern about an adult working/volunteering in our school.

## Specific forms of abuse and safeguarding issues

Woodlands is aware of a range of specific forms of abuse and safeguarding issues that can put children at greater risk of harm. In addition to Part One, DSLs, school leaders and staff who work directly with children will read annex B of KCSiE 2026 which contains important additional information about specific forms of abuse and safeguarding issues.

Where staff are unsure how to respond to these types of abuse and safeguarding issues, they should speak with the DSL or a deputy.

We recognise the stressful and traumatic nature of child-protection work. We will support all staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and seek further support as appropriate.

### Child-on-child abuse

All members of staff at Woodlands recognise that children are capable of abusing their peers, and that it can happen both inside and outside of school and online.

Woodlands recognises that child-on-child abuse can take many forms, including but not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships between peers
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment (see further information in policy and part 5 KCSiE)
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals

Woodlands believes that abuse is abuse and it will never be tolerated or dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. Woodlands recognises that there is likely to be evidence of the above due to the age of the children. However, staff are trained to be vigilant.

All staff have a role to play in challenging inappropriate behaviours between peers. Staff recognise that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved, i.e., for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators.

The school/college recognises that child-on-child abuse can be influenced by harmful attitudes, beliefs and

behaviours, including misogyny, sexism and other forms of prejudice. We recognise the Government's focus on tackling Violence Against Women and Girls (VAWG) and will not tolerate behaviour that normalises sexual harassment, sexual violence, abuse, coercion, intimidation or discrimination. All reports of such behaviour will be taken seriously, challenged and responded to appropriately.

Concerns about learner's behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with learners and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a statutory power to discipline pupils for poor behaviour outside of the school premises e.g., when children are not under the lawful control or charge of a member of school staff, to such extent as is reasonable.

In order to minimise the risk of child-on-child abuse, Woodlands has:

- A robust Behaviour and Anti-bullying policy
- A highly effective PSHE and RSE curriculum which equips the other children with the knowledge, understanding and vocabulary they need to report incidents that have made them feel unsafe
- Worry boxes in every classroom for children to use
- Highly trained staff who are kept up-to-date with a range of safeguarding information including annual online training
- A staff wellbeing team which focuses on providing additional support

Woodlands want children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of child-on-child abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying and behaviour. Learners who experience abuse will be offered appropriate support, regardless of where the abuse takes place.

Alleged victims, perpetrators and any other child affected by child-on-child abuse will be supported by:

- Staff who will listen carefully and take reports seriously
- Staff who will provide appropriate pastoral support
- Staff working in partnership with parents
- A range of robust policies which outline our procedures e.g. Child Protection, Safeguarding
- Review educational approaches
- Avoid victim blaming
- Where necessary and appropriate, informing the police (The National Police Chief's Council (NPCC) has produced this resource which may be helpful: [When to call the police](#))

Risk management measures should be considered in conjunction with behaviour, attendance, exclusion and safeguarding guidance, with decisions being child-centred and based on assessed risk.

## **Child-on-child sexual violence and sexual harassment**

### **Harmful sexual behaviour**

Woodlands Infant School recognises that children's sexual behaviour exists on a wide continuum, and may escalate into sexual harassment or sexual violence, it can occur online or face-to-face (both physically and verbally) and is never acceptable.

We recognise the escalatory nature of misogyny and the benefits of early identification to support their approach to minimising the risk of HSB, sexual harassment and sexual violence.

We will always challenge behaviours, potentially criminal in nature, such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.

We will always take a safeguarding approach in response to all incidents involving the sharing of nude or

semi-nude images, regardless of whether they are consensual or non-consensual.

DSLs and their deputies have received training in HSB. We recognise that children displaying HSB may have experienced their own abuse and trauma and will ensure that they are appropriately supported. We will always consider HSB in the context of child protection.

The following are useful tools or resources that help professionals determine whether behaviour is age/stage appropriate:

- [HSB framework and audit | NSPCC Learning](#)
- [Stop It Now harmful sexual behaviour prevention toolkit Oct 2020.pdf](#)
- [What is harmful sexual behaviour - Lucy Faithfull Foundation](#)

Woodlands Infant School recognises sexual violence and sexual harassment can occur between two or more children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally). It may include sexual comments, sexualised language, sexual teasing, sexual assault, rape, online sexual harassment, sharing of nude or semi-nude images and videos, unwanted physical contact, upskirting, coercion, intimidation and other forms of harmful sexual behaviour. Sexual violence and sexual harassment are never acceptable.

We are aware that it is more likely girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with disabilities are also three times more likely to be abused than their peers

We maintain a culture where all concerns are taken seriously, victims are supported, and children feel safe to report concerns, knowing that they will be listened to and acted upon appropriately.

When responding to concerns relating to child-on-child sexual violence and sexual harassment, Woodlands will follow the guidance outlined in Part five of KCSIE 2026.

All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, and that they will be supported and kept safe and supported throughout any safeguarding process.

A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report; staff responses will always be supportive and respectful. We will never downplay the seriousness of abuse that occurs online or outside of school.

All reports of sexual violence, sexual harassment and harmful sexual behaviour will be managed in line with KCSIE 2026 and local safeguarding procedures. Concerns will be reported immediately to the DSL, who will undertake a risk and needs assessment and determine the most appropriate course of action. The needs and wishes of the victim will be central to decision-making, whilst ensuring that all children involved receive appropriate support and intervention.

In responding to incidents, the school will carefully consider the ongoing safety and wellbeing of all children involved. This may include implementing protective measures such as increased supervision, safety plans, changes to teaching groups, timetables, transport arrangements, social times or other arrangements necessary to reduce risk and prevent further harm. Decisions will be informed by a robust risk assessment and reviewed regularly.

The school will work closely with parents/carers, children's social care, the police and other relevant agencies where appropriate. There may be occasions when the children involved do not require referral to statutory services but may benefit from early help. Information will be shared in accordance with data protection legislation and safeguarding responsibilities, ensuring that the welfare of children remains the paramount consideration.

We acknowledge that children may not find it easy to tell staff about their abuse verbally. Staff are aware that children's behaviour may suggest that they have been harmed or something is wrong. Reports of abuse may

be indirect through friends or overheard by others. All concerns will be acted upon immediately and discussed with the DSL (or their deputy).

The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim, the nature of the alleged incident (including whether a crime may have been committed), the ages and developmental stages of the children involved, any power imbalance, if the alleged incident is a one-off or a sustained pattern of abuse, if there are any ongoing risks to the victim, other children or staff, and, any other related issues or wider context.

We acknowledge that there may be times when we must balance the victim's wishes against our duty to protect the victim and other children. If the DSL decides to go ahead and make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this will be handled extremely carefully, the reasons will be explained to the victim and appropriate specialist support will be offered.

If a referral to local authority children's social care and/or the police is being made, then, the DSL will consult with those agencies to determine next steps, including how and when to inform the alleged perpetrator(s) of the allegations.

We recognise that a child who has displayed harmful sexual behaviour should be given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Support (and sanctions) will be considered on a case-by-case basis. The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children.

When considering our response, we will be guided by the following policies and guidance:

- Keeping children safe in education 2026 (comes into force from 1 September 2026)
- Behaviour in schools - GOV.UK
- School suspensions and permanent exclusions - GOV.UK

If at any stage the DSL is unsure how to proceed, advice will be sought from MASH.

Support is available from:

- HORIZON SARC – Sexual Assault Referral Centre
- West Midlands Regional CYPSAS

## **Nudes and semi-nudes, including where generated by AI**

For the purposes of this policy, the term 'making or sharing nudes and semi nudes' refers to the creation, sending or posting of nude or semi-nude images by young people under the age of 18. The term 'images' includes all visual content, such as photographs, videos and livestreams.

We use [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK](#) to guide our response to incidents and safeguarding children.

Woodlands will always take a safeguarding approach in response to all incidents involving the sharing of nude or semi-nude images, regardless of whether they are consensual or non-consensual. All such incidents require a safeguarding response, with a proportionate approach that considers the age, development, and circumstances of the children involved, as well as any elements of coercion, exploitation or vulnerability. Our primary concern at all stages will be the welfare, protection and best interests of the child or children involved.

When made aware of concerns involving making or sharing nudes and semi nudes by children, staff are advised to:

- Report any concerns to the DSL immediately.
- Never intentionally view, copy, print, share, store or save nude or semi nude images of a child. If staff have already viewed the imagery by accident, this will be immediately reported to the DSL.
- Not delete the imagery or ask the child to delete it.
- Not say or do anything to blame or shame any children involved.

- Explain to child(ren) involved that they will report the issue to the DSL and reassure them that they will receive appropriate support and help.
- Not ask the child or children involved in the incident to disclose information regarding the imagery and not share information about the incident with other members of staff, the child(ren) involved or their, or other, parents and/or carers. This is the responsibility of the DSL.

Where necessary and proportionate, authorised staff may confiscate a device in accordance with the school's Searching, Screening and Confiscation Policy. Devices should be secured and not viewed unnecessarily. Advice should be sought from the DSL and, where appropriate, the police.

When made aware of a concern involving making or sharing nudes and semi nudes:

- The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.
- Parents and carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
- The DSL will complete a risk assessment where appropriate, considering the welfare of all children involved, any ongoing risks, support needs and whether wider safeguarding concerns are present.
- Appropriate support will be provided to all children involved, recognising that a child may be both vulnerable and in need of support regardless of whether they are considered to have shared or created imagery.
- All decisions and action taken will be recorded in line with our child protection procedures.
- A referral will be made to MASH and/or the police immediately if:
- The incident involves an adult (over 18).
- There is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
- The image/videos involve sexual acts and a child under the age of 13, depict sexual acts which are unusual for the child's developmental stage, or are violent.
- A child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.

The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date. We will follow the guidance here when managing incidents:

- [Searching, screening and confiscation in schools - GOV.UK](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK](#)

If DSLs are unsure how to proceed, advice will be sought from MASH.

## **Child sexual exploitation (CSE) and child criminal exploitation (CCE)**

Woodlands recognises that CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity. This may be in exchange for something the child needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence, threats of violence or intimidation. CSE and CCE can affect children, regardless of age, sex, ethnicity or background. They may also involve children being moved (including through trafficking) for the purpose of exploitation. Staff should be alert to the signs of exploitation and understand that victims may not always recognise they are being abused.

Indicators of CSE/CCE may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;

- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours;
- Self-harm or significant changes in emotional well-being.

Although the following vulnerabilities increase the risk of CSE/CCE, it must be remembered that not all children with these indicators will be exploited. Exploitation can occur without any of these issues.

Having a prior experience of neglect, physical and/or sexual abuse;

Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);

- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

In the event of a disclosure, all staff will be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

## **Additional Information on County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>103</sup> should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Like other forms of abuse and exploitation, county lines exploitation:

- Whilst more typical in older children, can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Both staff and students will receive awareness training to allow for more effective referrals to take place. The attendance officer will track absence of all students vigilantly and notify DSL immediately of any concerns regarding a child missing from education.

### **Additional information on Modern Slavery**

Modern day slavery refers to any form of forced human exploitation for labour or service, such as human trafficking and forced labour.

## **Serious violence**

Woodlands recognises that involvement in serious violence may have a significant impact on a child's safety, welfare and wellbeing. Staff understand that the likelihood of involvement in serious violence may be increased by vulnerability, social and emotional needs, adverse childhood experiences, criminal exploitation and exposure to violence

All staff are made aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries, increased use of social media linked to violence, or evidence of exploitation, including county lines activity.

Any concerns regarding serious violence will be reported to the DSL and responded to in line with other child protection concerns. School will work with parents/carers, Children's Social Care, the police and other relevant agencies, as appropriate, to safeguard children and reduce the risk of harm.

Where a child is affected by, or at risk of, serious violence, staff will take concerns seriously, listen to the child's views, assess any immediate risks, and work in a child-centred way to ensure appropriate support, protection and intervention are provided.

## **Domestic abuse**

All staff are aware that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

### **Definition**

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a

pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Woodlands school is part of Operation Encompass (refer to section 27)

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day **on 0808 2000 247**.

Domestic Violence can take many forms, including psychological, physical, sexual, financial and emotional. Woodlands Infant recognises that exposure to domestic abuse can have serious long –term emotional and psychological impact on children. We work with other key partners and share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm and our Headteacher and DSL leads on this.

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over, who are or have been intimate partners or family members, regardless of gender or sexuality. This can encompass, but is not limited to, the types of abuse within the following guidance:

- NSPCC:UK Domestic abuse signs, symptoms, effects;
- Refuge: What is domestic violence/effects of domestic violence on children;
- SafeLives: Young people and domestic abuse.

Controlling behaviour – a range of acts designed to make a person subordinate and/or dependent by:

- Isolating them from support;
- Exploiting them for personal gain;
- Depriving them of the means needed for independence, resistance, and escape;
- Regulating their everyday behaviour;
- Coercive Behaviour – an act or pattern of acts of assault, threats, humiliation, intimidation, or other abuse that is used to harm, punish or frighten the victim.

## **Honour or faith-based abuse (including female genital mutilation and forced marriage)**

Honour or faith-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of so-called HBA are abuse (regardless of the motivation) and concerns should be responded to in line with other safeguarding concerns. Staff will report any concerns about so-called HBA to the DSL (or a deputy).

The DSL will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care.

Whilst all staff will speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must personally report this to the police.

See App 2 for additional information about FGM and the duties placed upon teaching staff.

### **Honour Based Abuse (HBA)**

Honour or faith based abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/ or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of HBA are abuse (regardless of motivation) and should be handled and escalated as such. If a member of staff has any doubt or concern, it should be reported immediately to the designated safeguarding lead.

### **Female Genital Mutilation (FGM)**

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Risk factors for FGM include:

- Low level of integration into UK society;
- Mother or a sister who has undergone FGM;
- Girls who are withdrawn from PSHE;
- Visiting female elder from the country of origin;
- Being taken on a long holiday to the country of origin;
- Talk about a 'special' procedure to become a woman;
- FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays).

Indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable;
- Spending longer than normal in the bathroom or toilet due to difficulties urinating;
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems;
- Frequent urinary, menstrual or stomach problems;
- Prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return;
- Reluctance to undergo normal medical examinations;
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs.

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. The Serious Crime Act 2015 sets out a mandatory

duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

## Preventing radicalisation

Woodlands is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have “due regard to the need to prevent people from being drawn into terrorism”, also known as the Prevent duty and the specific obligations placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and IT policies.

Woodlands recognises that children may be susceptible to extremist ideology and radicalisation and staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Staff will report any concerns to the DSL (or a deputy), who is aware of the local procedures to follow, including using the national referral form to make a Prevent referral in parallel to a MASH referral.

We will follow [Managing risk of radicalisation in your education setting - GOV.UK](#) and [The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK](#) when determining our response to concerns.

### Indicators of Vulnerability to Radicalisation

- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- Extremism is defined by the Government in the Prevent Strategy as:  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
- Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
- There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
- Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
- Indicators of vulnerability include:
  - Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

- Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances – migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
  - Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
- However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
- More critical risk factors could include:
- Being in contact with extremist recruiters;
  - Accessing violent extremist websites, especially those with a social networking element;
  - Possessing or accessing violent extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
  - Justifying the use of violence to solve societal issues;
  - Joining or seeking to join extremist organisations; and
  - Significant changes to appearance and / or behaviour;
  - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

## Cybercrime

Woodlands recognises that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime.

If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL will be informed, and consideration will be given to using the Cyber Choices lesson plans (<https://www.wmcyber.org/educators/>), which aims to intervene when young people are at risk of committing, or being drawn into, low level cyber-dependent offences.

Where there are concerns about 'cyber-enabled' crime such as fraud, online criminal exploitation, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with this and other appropriate policies.

## Supporting children potentially at greater risk of harm

Whilst all children should be protected, some groups of children are potentially at greater risk of harm.

### **Safeguarding children with special educational needs or disabilities (SEND)**

Woodlands acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect both on and offline.

Woodlands recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be appropriately supported to communicate and ensure that their voice is heard and acted upon.

All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND or certain medical conditions may be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

Members of staff are encouraged to be aware that children with SEND can be disproportionately impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.

To address these additional challenges, our school will always consider implementing extra pastoral support and attention for children with SEND. The DSL will work closely with the SENDco, Mrs Gaynor Knowles, to plan support as required.

## **Children requiring mental health support**

All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Mental health problems can also develop into safeguarding concerns.

Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, can impact on their mental health, behaviour and education.

We recognise that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

## **Children who are absent from education**

Children who are absent from education, particularly for prolonged periods and/or on repeat occasions, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation – particularly county lines.

Where the school have concerns that a child is absent from education, we will respond in line with our statutory duties and local policies. Local support is available via the Inclusion Service: [Education Participation Advisory Service \(EPAS\)](#).

## **Elective home education**

Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will respond in line with national elective home education guidance and local Solihull guidance and will work together with parents/carers and other key professionals and organisations to ensure decisions are made in the best interest of the child.

We will consider whether there are any existing or emerging safeguarding concerns and ensure appropriate

information is shared with relevant agencies where necessary.  
Our approach is guided by:

- [Elective home education - GOV.UK](#)
- [Elective home education](#)

## Children who are missing education

Children missing education (CME) are children of compulsory school age who are not on a school roll, and who are not receiving a suitable education otherwise than being at a school. They share the same vulnerabilities as children who are absent from education.

They are:

- Children whose whereabouts are known but they do not have any educational provision in place
- Children whose whereabouts are unknown and therefore so is their educational provision

Children go missing from education for a number of reasons including:

- They don't start school at the appropriate time and so they do not enter the educational system;
- They are removed by their parents;
- Behaviour and/or attendance difficulties;
- They cease to attend, due to exclusion, illness or bullying;
- They fail to find a suitable school place after moving to a new area;
- The family move home regularly;
- Problems at home.

Where the school have concerns that a child is missing from education, we will respond in line with our statutory duties and local policies. Local support is available via the [Education Participation Advisory Service \(EPAS\)](#).

## Looked after children, previously looked after children and care leavers

Woodlands recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and that a previously looked after child also potentially remains vulnerable.

Staff recognise that looked after children, previously looked after children and care leavers may face additional barriers to education, attendance, mental health and wellbeing and may be more vulnerable to safeguarding concerns.

All staff have the skills, knowledge and understanding to keep looked after children safe.

The DSL will hold details of social workers working with children in the school and the name of the virtual school head in the authority looking after them so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

Woodlands recognises that looked after children, previously looked after children, children in kinship care and care leavers may have experienced adversity, trauma, loss and instability. Staff will take this into account when planning support and responding to behaviour, attendance, wellbeing and safeguarding concerns.

Where children have a social worker, this will inform school decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

The school has appointed a 'designated teacher' Mrs Gaynor Knowles, SENDco, who works with local

authorities to promote the educational achievement of registered pupils who:

- Are looked after
- Are previously looked-after children including through adoption, special guardianship or child arrangement orders;
- Were adopted from state care outside England and Wales.

The designated teacher will work with the DSL to ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.

The designated teacher has received appropriate training, the relevant qualifications and experience. They work with the child's virtual headteacher to discuss how pupil premium plus to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

The school recognises that virtual school heads also have a non-statutory responsibility to promote the educational outcomes of children in kinship care. Where appropriate, the school will work with the virtual school head and other relevant professionals to support children living in kinship arrangements and to help remove barriers to their education.

Where the school believe a child is being cared for as part of a private fostering arrangement (occurs when a child under 16 or 18 if the child is disabled is cared for and lives with an adult who is not a relative for 28 days or more) there is a duty to recognise these arrangements and inform the local authority via MASH.

Woodlands recognises that care leavers may continue to require support as they transition to adulthood and may remain vulnerable to safeguarding risks. Where a child is leaving care, the DSL will hold details of the local authority personal advisor appointed to guide and support them and will liaise with them as necessary regarding any issues of concern.

## **Children who are lesbian, gay or bisexual**

Woodlands Infant School recognises that being lesbian, gay or bisexual (LGB) is not a safeguarding issue. However, children who are LGB may experience bullying, prejudice, discrimination, harassment, social isolation or abuse, including online. Such experiences can have a significant impact on a child's wellbeing, attendance, mental health and educational outcomes.

Staff will be alert to the potential vulnerabilities and additional barriers that some LGB children may face and will respond appropriately to any concerns. Any incidents of bullying, harassment, discrimination or abuse will be taken seriously and managed in accordance with the school's behaviour, anti-bullying, child protection and equality policies.

School is committed to providing a safe, inclusive and respectful environment where all children are valued, listened to and supported.

## **Children who are questioning their gender**

Woodlands recognises that questioning a child's gender does not, in itself, make a child vulnerable. However, some children who are questioning their gender may experience distress, anxiety, social isolation, bullying, prejudice, discrimination, harassment or other safeguarding concerns and may therefore require additional support.

Staff will take all concerns raised by or about a child seriously and will respond in a child-centred manner. Any safeguarding concerns will be managed in accordance with this policy, taking account of the child's age, developmental stage, wishes and feelings, individual circumstances and any known vulnerabilities.

Woodlands will work in partnership with parents/carers and relevant agencies, where appropriate, to promote

the child's welfare and educational outcomes. Decisions will be made on a case-by-case basis, with the child's best interests remaining the paramount consideration.

Any incidents of bullying, abuse, harassment, discrimination or victimisation will be taken seriously and responded to in line with the school's behaviour, anti-bullying, equality and safeguarding policies. Our approach will be informed by KCSIE 2026, with particular regard when considering requests for support with social transition (and support for children who wish to detransition). We will always comply with obligations under the Equality Act and Human Rights Act when considering requests for support with social transition alongside our safeguarding duties.

## Online safety

Please also see the Acceptable Use Policy.

It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. Woodlands will adopt a whole school approach to online safety which will empower, protect, and educate our learners and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Woodlands will ensure online safety is reflected as required in all relevant policies. Online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.

Woodlands identifies that the breadth of issues classified within online safety is considerable and ever-evolving, but can be categorised into four areas of risk:

- **Content**

being exposed to illegal, inappropriate or harmful content. For example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories.

- **Contact**

being subjected to harmful online interaction with other users or generative AI applications that simulate this. For example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

- **Conduct**

personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images, including those generated using AI, and online bullying

- **Commerce**

risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Woodlands recognises that technology, and the risks and harms related to it, evolve and change rapidly. The school will carry out an annual review of our approaches to online safety including provision of filtering and monitoring, supported by an annual risk assessment which considers and reflects the risks our children face.

The Headteacher will be informed of online safety concerns by the DSL, as appropriate. The named governor for safeguarding will report on online safety practice and incidents, including outcomes, on a regular basis to the wider governing body.

## Policies and procedures

The DSL has overall responsibility for online safety, including filtering and monitoring within the school but will liaise with other members of staff, for example IT technicians, curriculum leads etc. as necessary.

The DSL will respond to online safety concerns reported in line with our child protection and other associated

policies, including our Behaviour and Anti-bullying policy.

- Internal sanctions and/or support will be implemented as appropriate.
- Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

Woodlands uses a wide range of technology. This includes (amend as appropriate) computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems.

- All school owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

Woodlands recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras and wearable technology. In accordance with KCSIE 2026 and EYFS 2025, Woodlands has appropriate mobile and smart technology and image use policies in place, which are shared and understood by all members of the community. These policies can be found in the policies folder on the school work drive.

Our practice is guided by:

- [Generative artificial intelligence \(AI\) in education - GOV.UK](#)
- [Online safety \(e-safety\) and schools | NSPCC Learning](#)
- [Parents and Carers - UK Safer Internet Centre](#)

### Appropriate filtering and monitoring

Woodlands will do all we reasonably can to limit children's exposure to online risks through school provided IT systems and will ensure that appropriate filtering and monitoring systems are in place. [At Woodlands this is supported by EICTS.](#)

[Our governing body is responsible for ensuring we have sound filtering and monitoring systems in place and their effectiveness is reviewed on a regular basis with the DSL.](#)

[We review of the effectiveness of our systems at least once every academic year. Reviews are carried out by the SLT member responsible for filtering and monitoring, with the support of the school's DSL and IT support. These include checks that filtering is working appropriately on all internet-connected devices in all relevant locations. A record is kept of these checks.](#)

[Our roles and responsibilities for filtering and monitoring are as follows:](#)

| Role                        | Responsibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Name / Position                                                    |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| <b>Responsible Governor</b> | Strategic responsibility for filtering and monitoring and need assurance that the standards are being met.                                                                                                                                                                                                                                                                                                                                                                                                                                             | Warren Mills<br>(Safeguarding link governor)                       |
| <b>Senior Leadership</b>    | Team Member Responsible for ensuring these standards are met and: <ul style="list-style-type: none"><li>• procuring filtering and monitoring systems</li><li>• documenting decisions on what is blocked or allowed and why</li><li>• reviewing the effectiveness of your provision</li><li>• overseeing reports</li></ul> Ensure that all staff: <ul style="list-style-type: none"><li>• understand their role</li><li>• are appropriately trained</li><li>• follow policies, processes and procedures</li><li>• act on reports and concerns</li></ul> | Anthony Waters – Headteacher<br>Laura Freeman – Deputy Headteacher |

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                  |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <b>Designated Safeguarding Lead</b> | Lead responsibility for safeguarding and online safety, which could include overseeing and acting on: <ul style="list-style-type: none"> <li>• filtering and monitoring reports</li> <li>• safeguarding concerns</li> <li>• checks to filtering and monitoring systems</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                         | Anthony Waters<br>Louise Davies<br>Holly Meehan<br>Laura Freeman |
| <b>IT Service Provider</b>          | Technical responsibility for: <ul style="list-style-type: none"> <li>• maintaining filtering and monitoring systems</li> <li>• providing filtering and monitoring reports</li> <li>• completing actions following concerns or checks to systems</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                | Education ICT Services (EICTS) through Solihull Council          |
| <b>All school staff</b>             | Need to be aware of reporting mechanisms for safeguarding and technical concerns. They should report if: <ul style="list-style-type: none"> <li>• they witness or suspect unsuitable material has been accessed</li> <li>• they have been able to access unsuitable material</li> <li>• they are teaching topics which could create unusual activity on the filtering logs</li> <li>• there is failure in the software or abuse of the system</li> <li>• there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks</li> <li>• they notice abbreviations or misspellings that allow access to restricted material</li> </ul> | <b>All staff</b>                                                 |

Our filtering and monitoring systems and procedures include:

- Our school has a connection to a data centre, housed at Solihull Council. This connection delivers all network services to and from each school. Nothing from school can get to the internet without passing through this data centre. Likewise, nothing from the internet can get through to school without passing through.
- We use physical monitoring in lessons – we directly supervise children when they are using devices.
- Libraries of key words and phrases to look out for are kept by Smoothwall. These have been decided collectively by headteachers. These are broken down into categories such as; grooming, radicalisation or profanities. If one of these words or phrases is spotted on one of our devices (a violation), Smoothwall will document this and generate an alert and report this back, along with the user name and machine reference. The Headteacher (and DSLs) in school will be notified and it is followed up.

The DSL performs regular checks on a range of:

- school owned devices and services, including those used off site
- geographical areas across the site
- user groups, for example, teachers, pupils and guests

Logs of checks are kept so they can be reviewed. These record:

- when the checks took place
- who did the check
- what was tested or checked
- any resulting actions

Training is provided to all staff to ensure they understand the filtering and monitoring procedures and their responsibilities in keeping everyone safe when online.

If learners or staff discover unsuitable sites or material, they are required to:

- turn off monitor/screen
- report the concern immediately to a member of staff, report the URL of the site to technical staff/services.

All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation.

Filtering breaches or concerns identified through our monitoring system, Smoothwall, are recorded and reported to the DSL via email, who will respond as appropriate.

Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the Internet Watch Foundation and the police.

When implementing appropriate filtering and monitoring, Woodlands will ensure that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Woodlands acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety.

- Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
- Learners' internet use will be supervised by staff according to their age and ability.
- Learners will be directed to use age-appropriate online resources and tools by staff.

## **Information security and access management**

Woodlands is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and learners. Further information can be found in privacy notices, Data Protection policy and Acceptable Use policies.

Woodlands will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

## **Staff and governor training**

Woodlands will ensure that all staff and governors receive online safety training, which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring as part of induction. This training will be regularly updated. Ongoing online safety training and updates for all staff and governors will be integrated, aligned and considered as part of our overarching safeguarding approach.

## **Educating learners**

Woodlands will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

The school ensures that pupils are taught to stay safe online as part of our broad and balanced curriculum. The school makes use of a number of resources and tools to support online safety.

The government has published a guidance document ‘Teaching online safety in school (DfE, Jan 2023)’. It outlines to schools the importance of helping children and young people not only to use the internet safely, but also to give them opportunities to learn how to behave online. At Woodlands, our staff are made aware of the importance of teaching that is always age and developmentally appropriate. Teaching online safety in school says that there are many areas in the curriculum where the topics could be taught, not least in the new compulsory Relationships (Sex Education) and Health Education in place from September 2020. In these curriculum areas, pupils will be taught what positive, healthy and respectful online relationships look like. The guidance includes the following underpinning knowledge and behaviours:

- How to evaluate what pupils see online;
- How to recognise techniques used for persuasion;
- Online behaviour;
- How to identify online risks;
- How and when to seek support.

Although the nature of online harms is discussed within the curriculum, it is not until we look through the comprehensive risk in this document that together they reflect how harmful the internet might be. It is easy to

see the potential harms, but it is important that we communicate them in a safe and beneficial way, so that pupils remain respectfully cautious and not fearful.

In an important section, the Teaching Online Safety in school guidance, reminds schools that when teaching about these safeguarding topics (and others), staff should be mindful that there may be a child or young person in the lesson who is or has been affected by these harms. During or after a lesson, a pupil may be prompted to disclose about something that may have happened online. The guidance says that it is good practice to consult the Designated Safeguarding Lead 'when considering and planning any safeguarding related lessons or activities (including online) as they will be best placed to reflect and advise on any known safeguarding cases, and how to support any pupils who may be especially impacted by a lesson'.

- Creating a culture that incorporates the principles of online safety across all elements of school life
- Proactively engaging staff, pupils and parents/carers
- Reviewing and maintaining the online safety principles
- Embedding the online safety principles
- Modelling the online safety principles consistently

## **Working with parents and carers**

Woodlands will build a partnership approach to online safety and will support parents/carers to become aware and alert of the potential online benefits and risks for children by:

- Providing information and links on our school website and other communication channels
- Signposting parents to latest online safety updates and tips in weekly newsletters
- Highlighting online safety as part of curriculum / information evenings

## **Remote learning**

Woodlands will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.

All communication with learners and parents/carers will take place using school provided or approved communication channels; through TEAMS using individual children's Microsoft 365 accounts, or to parents through school accounts.

Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school Behaviour and Anti-Bullying policy, Code of Conduct and Acceptable Use policies.

Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.

When delivering remote learning, staff will follow our Remote Learning policy.

Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Woodlands will continue to be clear who from the school (if anyone) their child is going to be interacting with online.

The following are some things to consider if there are virtual lessons taking place that include webcams:

- No 1:1s (unless parents are present);
- Staff and children must wear suitable clothing, as should anyone else in the household;
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred;
- The live class should be recorded so that if any issues were to arise, the video can be reviewed;

- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day;
- Language must be professional and appropriate, including any family members in the background;
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils;
- Staff should record, the length, time, date and attendance of any sessions held.

Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

## Mobile Devices

Woodlands Infant School is a mobile phone-free environment.

**Pupils are not allowed to bring their mobile phones to school.**

**If children need to contact home, they can so do with the support of the school office team.**

**If in exceptional circumstances, a child brings a phone into school, they must hand it into the School Office for safe keeping until the end of the school day.**

We are not opposed to technology. Technology can support learning, communication and creativity when it is carefully chosen, age-appropriate and used for a clear purpose.

However, we do not believe that young children need unrestricted access to smartphones, social media, online videos or internet-connected devices. We strongly encourage families to delay giving children their own smartphones and to establish healthy boundaries around screens from an early age.

A smartphone is not simply a telephone. It can provide continuous access to messaging, social media, games, videos, advertising and content designed to hold a user's attention. Young children do not yet have the maturity, judgement or emotional regulation needed to manage these pressures independently.

Delaying smartphone use gives children more time to:

- develop sustained attention and concentration
- build language through real conversation
- learn to manage boredom and entertain themselves
- develop secure, face-to-face friendships
- play creatively and imaginatively
- spend time moving and playing outdoors
- develop healthy sleep routines
- learn to manage their feelings without relying on a device
- experience childhood without the pressures of social media

Woodlands supports [Solihull IRL](#), a local, community-wide commitment to help children grow, learn and feel safe without the pressure of early smartphone use.

The initiative brings together schools, families, health services, Solihull Council and community organisations. It focuses on three connected areas:

the impact of smartphone use on attention, learning and brain development

children's safety and emotional wellbeing

the importance of play, movement, friendship and community

Solihull IRL encourages organisations and families to work together so that delaying smartphones becomes a shared community decision rather than something individual parents have to manage alone.

# Staff and governor engagement and expectations

## Awareness, induction and training

All members of staff and governors have been provided with a copy of part one of KCSiE 2026 which covers safeguarding information for staff. KCSiE 2026 should be read by leaders and those staff who work directly with children.

- School leaders, including the DSL will read KCSiE in its entirety.
- School leaders and all members of staff who work directly with children will read Part One and Annex A.
- All members of staff have signed to confirm that they have read and understood the national guidance shared with them. This is kept in the safeguarding file in the Headteacher's office.

The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring), including information to ensure they are aware of the school internal safeguarding processes, as part of their induction.

All in line with any advice from local safeguarding partners.

For staff, this includes:

- Access to National College training modules
- Reading KCSiE
- Reading policies such as Code of Conduct, Whistleblowing, Confidentiality, Child Protection and Behaviour policies
- INSET / staff meeting training

All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) to ensure they are aware of a range of safeguarding issues and are equipped with the relevant skills and knowledge to safeguard children effectively; this training will be updated at least annually.

Safeguarding training for staff, including online safety training, will be integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This could happen:

- [In Friday staff briefings](#)
- [Via email updates](#)
- [At the start of weekly staff meetings](#)
- [During phase meetings](#)

Staff will be encouraged to contribute to and shape school safeguarding arrangements and child protection policies, through inviting staff comment and input at staff meetings.

We have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

The Headteacher will provide a termly update in a report to the governing body detailing safeguarding training undertaken by all staff and will maintain an up-to-date register of who has been trained.

All governors receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves

that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding. [Governors are encouraged to attend SMBC governor training as well as new governor induction training.](#) Governors are also asked to complete National College training on Safeguarding for Governors on an annual basis. School has a link-governor for Safeguarding.

## **Safer working practice**

All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school Code of Conduct policy which is shared with them as part of induction, training and regular updates.

The Headteacher / DSL will ensure that all staff and volunteers (including agency and third-party staff) have read the Child Protection policy and are aware of the school expectations regarding safe and professional practice via the staff Code of Conduct and Acceptable Use policies.

Staff will be made aware of the school's behaviour policy, physical intervention/restrictive intervention procedures and other relevant safeguarding policies through induction, training and regular updates. Staff will manage behaviour effectively to maintain a safe and positive learning environment and will have an understanding of the needs, vulnerabilities and individual circumstances of all children, including those with SEND and additional needs.

Any physical intervention and/or use of reasonable force will be in accordance with school policy, statutory guidance and DfE guidance on the use of reasonable force, and will always be reasonable, proportionate and necessary to safeguard children and others.

All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including the Behaviour policy, Code of Conduct and Acceptable Use policies.

## **Supervision and support**

We recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and emotionally demanding. We also recognise the value of professional discussion and reflection, particularly in complex situations, to support effective safeguarding decision-making.

The school has clear arrangements for safeguarding training, development, support and guidance. Staff receive appropriate support from the DSL and safeguarding team and are encouraged to discuss any concerns they may have about the welfare of children. Staff who work directly and regularly with children whose safety and welfare are at risk will have access to regular supervision and support.

# **Safer recruitment and allegations**

## **Safer recruitment and safeguarding checks**

[Woodlands has created a culture of safe recruitment and ensures](#) that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.

Woodlands will follow relevant guidance in Keeping Children Safe in Education 2026 (Part Three, 'Safer Recruitment'), relevant employment legislation and from The Disclosure and Barring Service (DBS).

[Woodlands Infant School will follow the 'Safer Recruitment' processes for all appointments, which will include the following;](#)

- [Declaration of our statement of commitment and the intent to undertake a DBS check in the advertisement;](#)
- [Our statement of Commitment to safeguarding: "Woodlands Infant School is committed to safeguarding](#)

and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to Enhanced DBS Clearance, TRA Teacher Services, Qualification and ID Checks."

- Ensuring that at least one member of the interview panel has attended validated Safer Recruitment Training;
- Ensuring that references are gained before interview;
- Ensuring that at least one safeguarding question is included in the interview;
- Ensuring that any gaps in employment are explored at interview;
- Undertake a DBS check\* at the relevant level to the position of staff and governors in line with the new DBS government workforce guide and Disqualification under the Child Care Act for staff who work in a child care capacity, whether paid, volunteer or in work placements (a change in the law means that Disqualification by Association now only applies in domestic settings, not schools). Relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff is required to speak to the school;
- All governors now require a DBS check and new appointments are TRA checked for Section 128 prohibition from governance;
- Where the school places a pupil with an alternative provision provider, the school will ensure that there is appropriate safeguarding provision in place to meet the needs of the pupil and will ensure that written confirmation is obtained regarding safeguarding checks carried out on those working at the establishment;
- Ensure checks are carried out for individuals who have lived or worked abroad for more than three months during their adult life. Where these checks are not able to be completed the school will carry out a risk assessment in every instance.
- Ensure an appropriate online check is completed for new staff

The governing body and leadership team are responsible for ensuring that the school follows safe recruitment processes as outlined within guidance. The governing body will ensure that at least one person who conducts an interview has completed safer recruitment training. In addition, those involved in the recruitment and employment of staff working with children will receive appropriate safer recruitment training in line with KCSIE 2026.

Woodlands maintains an accurate Single Central Record (SCR) in line with statutory guidance.

Woodlands is committed to complying with statutory guidance regarding disqualification under the Childcare Act 2006 and associated regulations where applicable.

We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands, warnings, or other relevant matters.

Where school commissions alternative provision, it remains responsible for the safeguarding and welfare of the child and will obtain written confirmation that appropriate safeguarding checks have been undertaken.

Where the school places a learner with an alternative provision provider, the school will continue to be responsible for the safeguarding of that child.

## **Allegations and concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors**

The school will respond to allegations in line with the local Solihull arrangements and Part four of KCSiE 2026. Further information can be found within our 'Managing Allegations against Staff' and Code of Conduct policy. This can be found in the policies folder on the school work drive.

Any concerns or allegations about staff, including supply teachers, volunteers, contractors and governors, will be recorded and dealt with appropriately in line with national and local guidance. This includes concerns

that meet the allegation (harm) threshold and concerns that do not meet the harm threshold ('low-level concerns'). Ensuring concerns are identified, reported, recorded and managed effectively helps to safeguard children protects those working in or on behalf of the school from potential false allegations or misunderstandings.

Where the Headteacher is unsure how to respond, including whether it meets the harm thresholds, advice will be sought via the LADO.

## **Organisations or individuals using school premises**

If we receive an allegation relating to an incident that happened when an individual or organisation was using the school/college premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), as with any safeguarding allegation, we will follow our safeguarding policies and procedures, including informing the LADO.

## **Concerns that meet the harm threshold**

Woodlands recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third-party staff (including supply teachers) and visitors to behave in a way that indicates a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This includes when someone has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk.

Allegations/concerns against staff which meet this threshold will be referred immediately to the Headteacher who will contact the LADO to agree further action to be taken in respect of the child and staff member. In the event of allegations/concerns of abuse being made against the Headteacher, staff are advised that allegations should be reported to the chair of governors who will contact the LADO.

## **Concerns that do not meet the harm threshold**

Woodlands may also need to take action in response to 'low-level' concerns about staff, which typically would be behaviours which are inconsistent with our staff code of conduct, including inappropriate conduct outside of work and that do not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Example behaviours include, but are not limited to:

- Being over friendly with children
- Having favourites
- Taking photographs of children on non-school devices
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language

Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning or inappropriate behaviour can be identified. The record will include details of the concern, the context in which the concern arose and action taken. The name of the individual sharing their concerns will also be noted. If the individual sharing the concerns wishes to remain anonymous, then that will be respected as far as reasonably possible.

Where a pattern is identified, the school will implement appropriate action, for example consulting

with the LADO enquiry line and following our disciplinary procedures. Records are kept confidentially, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). They are held separately from personnel files in a secure electronic safeguarding system with access restricted to the headteacher, and other authorised members of the senior leadership team.

Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

Staff are encouraged to self-refer where they believe their actions may have been misinterpreted or may have fallen below the standards expected within the staff code of conduct.

If we are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, we will consult with the LADO.

## **Safe culture**

As part of our approach to safeguarding, Woodlands has created and embedded a culture of openness, trust and transparency in which our values and expected behaviour as set out in our staff Code of Conduct policy are constantly lived, monitored and reinforced by all staff (including supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately.

All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the school safeguarding regime. The leadership team at Woodlands takes all concerns or allegations received seriously.

All members of staff are made aware of the school whistleblowing procedure. All staff are expected to report concerns about the conduct of colleagues that may pose a risk to children. Failure to do so may be treated as a disciplinary matter.

Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday, 9:00 – 18:00 at weekends) or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

Woodlands has a legal duty to refer to the Disclosure and Barring Service (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. We are guided by: [The legal duty to refer to DBS - GOV.UK](#)

If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO.

## **Opportunities to teach safeguarding**

Woodlands will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This will include covering relevant issues through Relationships Education and Personal Social Health Education (PSHE).

We recognise that schools/colleges play a vital role in helping children understand what constitutes safe and respectful behaviour, recognise risks, including those that occur online, understand when they or others may be at risk of harm, abuse, exploitation or neglect, and know how and where to seek help.

Our curriculum provides opportunities to develop self-awareness, self-esteem, social and emotional understanding, resilience, assertiveness and decision-making skills, enabling pupils to identify risks and access appropriate support for themselves and others.

Through the curriculum, pupils will be taught about respectful relationships, consent, boundaries, equality, healthy behaviours, misogyny, sexual harassment and violence, and how to seek help if they experience or witness harmful behaviour. This forms part of the school's contribution to preventing Violence Against Women and Girls (VAWG).

Woodlands recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children with additional vulnerabilities, including children with SEND, children who have experienced abuse, and those with contextual safeguarding risks.

Our school systems support children to talk to a range of trusted adults. Children will be listened to, their views taken seriously, and their concerns acted upon appropriately.

## Physical safety

### Use of reasonable force

There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm or other restrictive interventions to safeguard children, prevent harm to themselves or others, prevent serious damage to property, or maintain good order and discipline.

Any use of reasonable force will be lawful, necessary, proportionate and in accordance with statutory guidance, including Our practice is guided by [Use of reasonable force and other restrictive interventions guidance](#).

Further information regarding our approach and expectations can be found in our Behaviour policy and Restrictive Interventions (inc Use of Force) policy.

### The use of premises by other organisations

Where services or activities are provided separately by another body using the school facilities/premises, the Headteacher and governing body/proprietor will seek written assurance that the organisation concerned has appropriate policies and procedures in place regarding safeguarding children and child protection, and that relevant that safer recruitment and safeguarding checks have been carried out, as appropriate, on staff and volunteers working with children.

The school/college will consider the safeguarding arrangements of any organisation using its premises and will not permit use where adequate safeguarding assurances cannot be obtained. Further information can be found in the external lettings policy.

Safeguarding requirements will be included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises. Failure to comply with these requirements may lead to termination of the agreement.

### Sport

Woodlands recognises that children taking part in sport and physical activity may be vulnerable to specific safeguarding risks. We will ensure that appropriate safeguarding arrangements are in place for all school-led sporting activities and will seek assurance that external sports providers using school premises have appropriate safeguarding policies, procedures, safer recruitment practices and training in place. Any concerns arising from sporting activities will be managed in accordance with this safeguarding and child protection policy.

### Site security

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. All staff must ensure the pedestrian gates to the car park is

shut at all times. Teaching staff must close and lock doors and windows in their classroom at the end of each day. Our practice is informed by [School and college security - GOV.UK](#).

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school in accordance with safeguarding and national guidance. Visitors are expected to sign in and out in the office visitor log and display a visitor badge when on site.

Any individual who is not known or readily identifiable on site should be appropriately approached, or reported in accordance with school's visitor and security procedures.

The school/college will not tolerate behaviour from any visitor, parent, carer or other individual that threatens the safety, welfare or security of pupils, staff or visitors. Such behaviour will be treated as a serious matter and may result in restrictions being placed on access to the site.

## Local support

All members of staff at Woodlands are made aware of local support available.

### LADO

[lado@solihull.gov.uk](mailto:lado@solihull.gov.uk)

07795 128638

### Children's Services

Solihull Children's Social Work Services MASH Team 0121 788 4300

Education representatives within the MASH team – Wendy Hillier and Nick Walker 0121 788 4364/4449

[masheducation@solihull.gov.uk](mailto:masheducation@solihull.gov.uk) . These contact details are for outcomes of referrals and other non-urgent queries. New referrals must go directly to MASH.

Emergency Duty Team (EDT) 0121 605 6060

[Multi-agency referral form](#)

### West Midlands Police

101 or 999 if there is an immediate risk of harm

Supervisor

Tim Bruton PS 0188 [tim.bruton@westmidlands.police.uk](mailto:tim.bruton@westmidlands.police.uk) Tel: 07557 257 116

School team email at Solihull

[sh\\_school@westmidlands.police.uk](mailto:sh_school@westmidlands.police.uk)

Early help team at Solihull

[SH\\_EARLYHELP@westmidlands.police.uk](mailto:SH_EARLYHELP@westmidlands.police.uk)

### West Midlands Police Violence Reduction Unit (VRU)

[West Midlands Violence Reduction Unit \(westmidlands-vru.org\)](http://westmidlands-vru.org)

### Solihull Safeguarding Children's Partnership (LSSCP)

[Solihull Safeguarding Children Partnership \(SSCP\)](#) for:

- [Practitioners' toolbox](#)
- [Thresholds guidance](#)
- [Early help](#)
- [SSCP training portal](#)

### Adult safeguarding

[Professional Safeguarding concern | solihull.gov.uk](#)

Adult Social Care via 0121 704 8007 [ccadults@solihull.gov.uk](mailto:ccadults@solihull.gov.uk)

# Appendix 1: Categories of abuse

All staff should be aware that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Staff should recognise that abuse may be associated with exploitation, including child sexual exploitation, child criminal exploitation, modern slavery, county lines activity and other forms of harm. Extrafamilial harm in Solihull is referred to as harm outside the home (HOTH).

## Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. Abuse can take place face-to-face, online, or through a combination of both.

Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

The indicators listed below are not intended to be exhaustive. Individual indicators rarely provide conclusive evidence of abuse and may have other explanations. Staff should be alert to patterns of behaviour, changes from a child's normal presentation, the child's context and vulnerabilities, and should always report concerns in accordance with the school's safeguarding procedures.

## Sexual abuse

This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their policy and procedures for dealing with it.

Signs that **may** indicate sexual abuse:

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g., anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal

- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

## Physical abuse

This form of 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 fabricates the symptoms of, or deliberately induces, illness in a child.

Where we have concerns that a child is being physically abused because we have noticed bruising, we use: [Bruising including Child Protection Medical Assessments](#) to inform our actions. Using the hyperlinked toolkit is best practice.

Signs that **may** indicate physical abuse:

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

## Emotional abuse

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

Signs that **may** indicate emotional abuse:

- Excessive fear of making mistakes or overreaction to criticism
- Low self-esteem or lack of confidence

- Sudden changes in behaviour or emotional presentation
- Self-harming
- Eating difficulties or eating disorders
- Extremes of passivity, withdrawal and/or aggression
- Substance misuse including drugs and alcohol
- Fear of parents or carers being contacted
- Unwillingness or inability to participate in play or social activities
- Anxiety, depression or emotional distress
- Difficulties forming or maintaining relationships with peers
- Excessive need for approval, attention, and affection

## Neglect

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

We use a range of tools and information to inform our practice where neglect is known or potentially indicate: [Neglect resources and information SSCP](#). This includes the [SSCP's neglect screen tool](#).

Signs that **may** indicate neglect:

- Signs that may indicate neglect:
- Persistent unmet basic needs
- Poor attendance or repeated absence
- Developmental delay
- Poor nutrition
- Lack of appropriate supervision
- Social isolation
- Low self-esteem
- Repeated failure to access medical or dental care

## Appendix 2: Support organisations

### Solihull Council contacts

- Solihull Children's Social Work Services MASH Team 0121 788 4300
- Education representatives within the MASH team – Wendy Hillier and Louise Underwood 0121 788 4364/4449 [masheducation@solihull.gov.uk](mailto:masheducation@solihull.gov.uk) . These contact details are for outcomes of referrals and other non-urgent queries. New referrals must go directly to MASH.
- Education representatives within the multi-agency child protection team (MACPT) team – Nick Walker Telephone - 0121 788 4449 [macpteducation@solihull.gov.uk](mailto:macpteducation@solihull.gov.uk)
- Emergency Duty Team (EDT) 0121 605 6060
- [Multi-agency referral form](#)
- Local Authority Duty Officer (LADO) – [lado@solihull.gov.uk](mailto:lado@solihull.gov.uk) 07795 128638
- SMBC Adult Social Work one stop referral – 0121 704 8007

### Birmingham contacts

- Birmingham Multi-Agency Safeguarding Hub (MASH) - 0121 303 1888  
[Refer a child you're concerned about - Birmingham Children's Trust](#)

### Coventry contacts

- Coventry Multi-Agency Safeguarding Hub (MASH) - 024 7678 8555  
<https://www.coventry.gov.uk/childrens-social-care/coventrys-multi-agency-safeguarding-hub-mash>

### Warwickshire contacts

- Family Connect: 01926414144
- Emergency Duty Service 01926 886922 outside office hours only  
<https://www.warwickshire.gov.uk/childprotection>

### Worcestershire Contacts

- Access Centre 01905 822666 from Monday to Thursday 8.30am to 5.00pm (until 4:30 pm on Friday)
- Emergency Duty Team (EDT) on 01905 768020 outside office hours  
[Refer to Children's Social Care | Worcestershire County Council](#)

### [Solihull Council school extranet safeguarding pages](#)

### [My Solihull Maps](#)

### [The Waiting Room Birmingham and Solihull wellbeing services](#)

### [Solar](#)

### [SIAS \(Solihull Integrated Addiction Services\)](#)

### [Kooth](#)

### NSPCC Report abuse in education

- Helpline 0800 136 663 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- NSPCC Whistleblowing Advice Line: 0800 028 0285
- Report Abuse in Education: 0800 136 663 / [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **National organisations**

- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Barnardo's: [www.barnardos.org.uk](http://www.barnardos.org.uk)
- Action for Children: [www.actionforchildren.org.uk](http://www.actionforchildren.org.uk)
- Children's Society: [www.childrenssociety.org.uk](http://www.childrenssociety.org.uk)

## **Support for staff**

- Education Support: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)

## **Support for learners**

- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus (suicide prevention): [www.papyrus-uk.org](http://www.papyrus-uk.org)
- The Mix (mental health support): [www.themix.org.uk](http://www.themix.org.uk)
- Shout (mental health support): [www.giveusashout.org](http://www.giveusashout.org)
- Fearless (information about crime and criminality): [www.fearless.org](http://www.fearless.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Shore (safe space for teenagers to talk about sexual behaviours) <https://shorespace.org.uk/>

## **Support for adults**

- Family Lives (parenting and family support): [www.familylives.org.uk](http://www.familylives.org.uk)
- Crime Stoppers: [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- The Samaritans: [www.samaritans.org](http://www.samaritans.org)
- NAPAC (National Association for People Abused in Childhood): [www.napac.org.uk](http://www.napac.org.uk)
- Action Fraud: [www.actionfraud.police.uk](http://www.actionfraud.police.uk)
- Shout (mental health support): [www.giveusashout.org](http://www.giveusashout.org)
- Advice now (legal advice and signposting): [www.advicenow.org.uk](http://www.advicenow.org.uk)

## **Support for children with SEND**

- Respond (support for people with learning difficulties and autism who have experienced abuse, violence or trauma): [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- [NSPCC: Safeguarding children with SEND](#)
- Council for Disabled Children: <https://councilfordisabledchildren.org.uk>

## **Contextual Safeguarding Network**

- <https://contextualsafeguarding.org.uk/>

## **Substance misuse**

- We are with you (formerly Addaction): <https://www.wearewithyou.org.uk/>
- Talk to Frank: [www.talktofrank.com](http://www.talktofrank.com)

## **Domestic abuse**

- Domestic abuse services: [www.domesticabuseservices.org.uk](http://www.domesticabuseservices.org.uk)

- Operation Encompass: <https://www.operationencompass.org/>
- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadviceline.org.uk](http://www.mensadviceline.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)
- National Domestic Abuse Helpline: [www.nationaldahelpline.org.uk](http://www.nationaldahelpline.org.uk)
- Respect Phonenumber (help for domestic abuse perpetrators to stop): <https://respectphonenumber.org.uk>

### **Criminal and Sexual Exploitation**

- National Crime Agency: [www.nationalcrimeagency.gov.uk/who-we-are](http://www.nationalcrimeagency.gov.uk/who-we-are)
- It's not okay: [www.itsnotokay.co.uk](http://www.itsnotokay.co.uk)
- NWG Network: [www.nwgnetwork.org](http://www.nwgnetwork.org)

### **Honour-based abuse**

- Forced Marriage Unit: [www.gov.uk/guidance/forced-marriage](http://www.gov.uk/guidance/forced-marriage)
- [Mandatory reporting of female genital mutilation: procedural information - GOV.UK](#)

### **Child-on-child abuse, including bullying, sexual violence and harassment**

- Rape Crisis: <https://rapecrisis.org.uk>
- Brook: [www.brook.org.uk](http://www.brook.org.uk)
- Disrespect Nobody: <https://www.ceopeducation.co.uk/professionals/guidance/disrespect-nobody/>
- Upskirting – know your rights: [www.gov.uk/government/news/upskirting-know-your-rights](http://www.gov.uk/government/news/upskirting-know-your-rights)
- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Stop it Now! [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Diana Award: [www.antibullyingpro.com/](http://www.antibullyingpro.com/)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- National anti-bullying helpline [Information and advice for all forms of bullying](#)

### **Online safety**

- CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- Childnet: [www.childnet.com](http://www.childnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com>
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- NSPCC: [www.nspcc.org.uk/onlinesafety](http://www.nspcc.org.uk/onlinesafety) and [www.net-aware.org.uk](http://www.net-aware.org.uk)
- Get Safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)
- Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>

- National Cyber Security Centre (NCSC): [www.ncsc.gov.uk](http://www.ncsc.gov.uk)

### **Mental health**

- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- Moodspark: <https://moodspark.org.uk>
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Anna Freud: [www.annafreud.org/schools-and-colleges/](http://www.annafreud.org/schools-and-colleges/)

### **Radicalisation and hate**

- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Counter Terrorism Internet Referral Unit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
- True Vision: [www.report-it.org.uk](http://www.report-it.org.uk)

### **Children with family members in prison**

- [SSCP guidance to support children with parents in prison](#)
- National information Centre on Children of Offenders (NICCO): <https://www.nicco.org.uk/>
- Children and the court system Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

## Appendix 3: Dealing with a Disclosure of Abuse



**When a child tells me about abuse s/he has suffered, what must I remember?**

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations via CPOMs.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

### **Immediately afterwards**

#### **You must not deal with this yourself.**

Clear indications or disclosure of abuse must be reported to the Headteacher / DSL who will notify Children's Services without delay.

Any member of staff can contact the Children's Services MASH team on 0121 788 4300.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead / Headteacher.

# Appendix 4: What to do if you are concerned



## Concerns outside the immediate environment (e.g. a parent or carer)

- Report your concerns to the, Designated Safeguarding Lead who should contact Social Care Team or the Police as soon as possible.
- If the Designated Safeguarding Lead is not available, then the deputy or the person currently responsible for the school should be informed. (This is to ensure there is no delay in seeking advice or making a referral).
- Social Care Team and the Designated Safeguarding *Lead* will decide how to involve the parents/carers. Parents should not be informed if to do so would increase risk to the child'.
- Maintain confidentiality on a **need to know** basis only.

## Information for social care or the police about suspected abuse

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

- The reasons for your concern
- Full name and date of birth of the child
- Names and dates of birth of the child's family/household members
- Other agencies/professionals involved with the family
- The child's first language and any special needs
- The child's developmental needs, family and environmental factors and parenting capacity
- Any work you may have already undertaken with the child and family

## Responding to allegations or suspicions (about someone working with children or young people)

It is not the responsibility of anyone working within Woodlands Infant School in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the appropriate officer or the appropriate authorities.

Woodlands Infant School will ensure all staff/volunteers that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child.

All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an allegation or concern that any person, who works with children, in connection with their employment, voluntary or personal activity, has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against, or related to a child;
- Behaved towards a child or children in a way that indicates they are likely to pose a risk of harm to children
- Behaved or may have behaved in a way that indicates that they may not be suitable to work with children. This is to take account of situations where a person's behaviour outside of school may suggest 'transferable risk'. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children.

These behaviours will be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). This includes concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (s16-19 *Sexual Offences Act 2003*);

- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (s15 *Sexual Offences Act 2003*);
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text/email messages or images, gifts, socialising etc.);
- Possession of sexual images of children/pseudo-photographs of children.

The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It may include everyone who works at Woodlands Infant School including administrative and other support staff.

### **Action if there are concerns**

Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice; the Headteacher will deal with it as a misconduct issue.
- If the allegation is about poor practice by the Designated, Safeguarding Lead, or if the matter has been handled inadequately and concerns remain, it should be reported to the Headteacher / Chair of Governors who will decide on whether disciplinary action should be taken and the next steps to take.

Concerns about suspected abuse:

- Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the Headteacher, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.
- The Headteacher will refer the allegation to the Social Care Team who may involve the Police. All allegations against people who work with children must be passed onto the DO (Designated Officer for Managing Allegations).
- The parents or carers of the child will be contacted as soon as possible following advice from the Social Care Team.
- If a Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Headteacher. If the Headteacher is the subject of the concern/ allegation, the concern must be shared with the Chair of Governors. The Chair of Governors will liaise with the Designated Officer for Managing Allegations and HR.

Internal Enquiries and Suspension:

- The Headteacher will liaise with the Chair of Governors and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the Human Resources Section and the DO (Designated Officer for Managing Allegations).
- Irrespective of the findings of the Social Care Team or Police inquiries the Headteacher/Chair of Governors will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Chair of Governors and Headteacher must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

## Appendix 5: Safeguarding policies and procedures

| Policies, procedures and requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Where you will find the policy/procedure                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Child protection (including online safety, low level concerns policy and child-on-child abuse as required by KCSiE 26)*<br>Looked after and previously looked after children – designated teacher*<br>Pupil premium statement*<br>Mental health and wellbeing                                                                                                                                                                                                                                                                                                                                                                                    | Policies folder on the w:drive<br>School website                               |
| Equality information and objectives*<br>Special educational needs and disabilities*<br>Accessibility plan*                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Policies folder on w:drive<br>School website                                   |
| Premises management documents*<br>Healthy and safety*<br>Risk assessments*<br>First aid*<br>Lettings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Health and Safety folder on w:drive<br><br>Policies folder on w:drive          |
| Attendance<br>Behaviour in schools (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)*<br>Behaviour principles written statement*(maintained)<br>Exclusions*                                                                                                                                                                                                                                                                                                                                                                                                              | School website<br>Policy folder on w:drive                                     |
| Online safety (including how school is meeting the filtering and monitoring requirements of the Digital and technology standards for schools)<br>Acceptable use of social media<br>Mobile and smart technology<br>Data protection and information sharing*<br>Protection of biometric information*                                                                                                                                                                                                                                                                                                                                               | Online safety – within the safeguarding policy<br><br>Policy folder on w:drive |
| Children with health needs who cannot attend school*<br>Supporting children with medical conditions in school/Medicines in school*<br>Personal and intimate care                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Policy folder on w:drive                                                       |
| Staff discipline, conduct and grievance (procedures for addressing)*<br>Staff behaviour/code of conduct (including reference to low level concerns, managing allegations against staff and whistleblowing, acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications including the use of social media policies as required by KCSiE 26)<br>Statement of procedures for dealing with allegations of abuse against staff*<br>Safer recruitment<br>Single central record of recruitment and vetting checks*<br>Visitors' protocol<br>Governor code of conduct<br>Governor training record |                                                                                |
| Early years foundation stage*                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Policy folder                                                                  |
| Relationships and sex education*<br>Drug and alcohol education/managing substance related incidents                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Policy folder                                                                  |
| Educational visits                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Policy folder                                                                  |
| School compliments and complaints*<br>Whistleblowing*<br>Confidentiality                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Policy folder<br>School website                                                |

## Appendix 6: Lettings checklist for providers using the Woodlands site

|                                            |                         |
|--------------------------------------------|-------------------------|
| Name of school providing the letting:      | Woodlands Infant School |
| Name of provision letting the school:      |                         |
| Owner of Provision (name and signature):   |                         |
| Manager of Provision (name and signature): |                         |

### Confirmation of safeguarding arrangements for letting agreements

| Designated Safeguarding Lead (DSL) |                                                                                                                                                                                                                                                                                                            |     |    |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
|                                    | Named DSL:                                                                                                                                                                                                                                                                                                 |     |    |
|                                    | DSL contact details:                                                                                                                                                                                                                                                                                       |     |    |
|                                    | DSL has completed appropriate safeguarding training (within last 2 years)                                                                                                                                                                                                                                  | YES | NO |
| Safeguarding Policies              |                                                                                                                                                                                                                                                                                                            |     |    |
|                                    | Does the provider have a <b>Safeguarding and Child Protection Policy</b> , and procedures in place (including a clearly mapped referral process and clear escalation process), in line with <i>Keeping Children Safe in Education (KCSIE)</i> .                                                            | YES | NO |
|                                    | Does the provider have a <b>whistleblowing policy</b> and procedures in place which is clearly understood by all?                                                                                                                                                                                          | YES | NO |
|                                    | Does the provider have a <b>managing allegations policy</b> and procedures in place which are understood by all, including dealing with allegations against the manager/owner?                                                                                                                             | YES | NO |
|                                    | Have the policies been shared with the school and reviewed within the last 12 months.                                                                                                                                                                                                                      | YES | NO |
|                                    | Does the provider have an <b>online safety policy</b> and protocols to ensure the safety of children and young people?                                                                                                                                                                                     | YES | NO |
| Safer Recruitment                  |                                                                                                                                                                                                                                                                                                            |     |    |
|                                    | Does the provider have an up to date <b>safer recruitment policy</b> and procedures which are applied to every appointment (references, employment checks, right-to-work)?                                                                                                                                 | YES | NO |
|                                    | Has the chair of each recruitment panel attended safer recruitment training in line with Solihull LSCB requirements?                                                                                                                                                                                       | YES | NO |
|                                    | Have all staff/volunteers got an <b>enhanced DBS check</b> (with barred list where appropriate)?                                                                                                                                                                                                           | YES | NO |
|                                    | Does the setting maintain a single central record for all staff, the manager and the owner, which confirms that they are suitable to work with children – including a relevant qualifications check and children's workforce DBS check?                                                                    | YES | NO |
|                                    | Have relevant staff been asked the question around childcare disqualification and have leaders taken appropriate action?                                                                                                                                                                                   | YES | NO |
| Staff training                     |                                                                                                                                                                                                                                                                                                            |     |    |
|                                    | All staff, volunteers, committee members and students have been trained in safeguarding awareness which focuses strongly on child protection and is refreshed on a three year basis. In addition regular updates take place at least annually to ensure knowledge, skills and understanding are refreshed. | YES | NO |
|                                    | Have all staff read and understood the provider's Child Protection and Safeguarding Policy and Part 1 of Keeping Children Safe in Education?                                                                                                                                                               | YES | NO |
|                                    | Have all leaders who manage allegations against staff read chapter 4 of keeping children safe in education?                                                                                                                                                                                                | YES | NO |

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |    |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
|                             | Have all leaders involved in managing allegations attended SSCP Managing Allegations training?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | YES | NO |
|                             | Are there procedures in place to ensure new staff and volunteers are inducted to the child protection policy and procedures by the DSL? Do they receive child protection awareness training within 12 weeks of appointment?                                                                                                                                                                                                                                                                                                                                                           | YES | NO |
|                             | Are staff and leaders clear on how to act in the event of specific safeguarding concerns, particularly how to act to safeguard those at risk of or experiencing: <ul style="list-style-type: none"> <li>child criminal and sexual exploitation</li> <li>peer on peer abuse (including bullying, physical abuse, sexual violence and sexual harassment, sexting, upskirting, initiation/hazing type violence and rituals)</li> <li>contextual safeguarding</li> <li>missing children</li> <li>female genital mutilation (FGM)</li> <li>radicalisation or violent extremism?</li> </ul> | YES | NO |
|                             | Do all staff understand how to share concerns with the <b>school</b> DSL.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | YES | NO |
| <b>Reporting procedures</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |    |
|                             | Does the provider agree to follow the <b>school's safeguarding reporting process</b> ?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | YES | NO |
|                             | Will all safeguarding concerns will be shared <b>immediately</b> with the school DSL?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | YES | NO |
|                             | Are escalation procedures understood and in place?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | YES | NO |
| <b>Health and Safety</b>    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |    |
|                             | Does the provision have a health and safety policy and clear risk assessments in place and clear processes to manage risk?                                                                                                                                                                                                                                                                                                                                                                                                                                                            | YES | NO |
|                             | Have all staff attended health and safety awareness training?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | YES | NO |
|                             | Does the provision have clear fire evacuation procedures and regular fire drill practice?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | YES | NO |
|                             | Is the provision registered with Solihull environmental health? Do staff receive appropriate environmental health training (eg: food handling)?                                                                                                                                                                                                                                                                                                                                                                                                                                       | YES | NO |
| <b>Other</b>                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |    |
|                             | Does the setting have clear procedures for vetting visitors and a visitor record book for signing in and out?                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | YES | NO |
|                             | Does the provision have clear confidentiality procedures in place including secure storage of confidential information?                                                                                                                                                                                                                                                                                                                                                                                                                                                               | YES | NO |
|                             | Is your club/organisation affiliated to a recognised national governing body (NGB)? If yes, please state which governing body.                                                                                                                                                                                                                                                                                                                                                                                                                                                        | YES | NO |
|                             | Has your club/organisation achieved an accreditation or quality standard (e.g. Clubmark, SwimMark, England Football Accreditation)? If yes, please state which.                                                                                                                                                                                                                                                                                                                                                                                                                       | YES | NO |

|                                                                                          |     |    |
|------------------------------------------------------------------------------------------|-----|----|
| <b>Agreement:</b>                                                                        |     |    |
| Provider understands and agrees to uphold the school's safeguarding expectations.        | YES | NO |
| Provider will notify the school of any safeguarding incidents involving staff or pupils. | YES | NO |
| DBS certificates will be made available for inspection on request by the school.         | YES | NO |

**Signed (provider):**

**Date:**