



Safeguarding and Child Protection Policy

Created October 2022 - Reviewed annually

Last review: November 2023

Introduction

At Wildwood Nature School we believe that safeguarding and promoting the welfare of children is everyone's responsibility.

The ethos of Wildwood Nature School promotes a safe and secure environment for our children and their families, as well as for the staff, volunteers and visitors.

Our enriched well-being curriculum gives children the language to express themselves and creates a culture where children feel confident about sharing any concerns about their well-being or the well-being of others.

Purpose of policy

This policy sets out how Wildwood Nature School will meet its statutory duty under section 175 of the Education Act 2002 to keep children safe from harm and support their emotional well-being so that they can learn and thrive.

This policy sets out our understanding of safeguarding, how our ethos creates a safe environment, the school's roles and responsibilities, the school's processes for recording, monitoring and dealing with safeguarding issues and how we work in partnership with the local authority of Camden to protect children from harm.

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Safeguarding and Child Protection Policy: Summary of key points

Ethos

Every element of Wildwood Nature School’s ethos creates a safeguarding culture where children are listened to and protected from harm (see Section 2. How our ethos safeguards children)

Roles and responsibilities

(see Section 5. Roles and responsibilities for more detail)

All staff	<ul style="list-style-type: none">● listen to children● provide a safe culture for children to learn and thrive in● report any concern, no matter how small● follow up on concerns
DSL (and their deputy)	<ul style="list-style-type: none">● point of contact and expertise for all staff in safeguarding matters● lead on handling concerns● ensure concerns are properly dealt with and followed through● make sure staff understand their responsibilities● sets the culture● ensures training, procedures and practices are up to date
Trustee with responsibility for safeguarding and child protection	<ul style="list-style-type: none">● alternative point of contact● point of contact for whistleblowing specifically for concerns about the DSL and head of school● supports the DSL in handling specific concerns● ensures school is compliant in terms of safeguarding regulations

Procedures

(see Section 6. Safeguarding and child protection procedures for more details and flow chart)

Concern (observed concern or disclosure)



Report & record (to DSL, MASH, LADO or police)



Follow up

1. Safeguarding & Child Protection

Safeguarding is the process of keeping children safe from abuse and maltreatment. Adults who work with children in schools have a legal obligation to prevent harm to children's health and development and ensure they grow up with safe and effective care. To protect a child from harm, safeguarding can involve taking action such as reporting to the local authority and the police.

The staff at Wildwood Nature School have specific safeguarding training to help them identify when a child might be suffering from abuse at home, at school and in the wider community (please see Appendix 1 for types and indicators of physical, emotional and sexual abuse and neglect). If a staff member notices a change in a child's behaviour such as increased aggression or withdrawal, or any other indicators of abuse or neglect, it's an important part of their role to follow the school procedures as set out in this policy to either monitor or report to the designated safeguarding lead (DSL) for the school - see the flowchart in the *Section 6. Safeguarding and child protection procedures* below.

2. How our ethos safeguards children

Wildwood Nature School's ethos promotes a safe and secure environment built on close relationships and trust.

We do this in several ways:

- *Safeguarding culture*

At Wildwood Nature School we know the importance of having a strong safeguarding and child protection culture throughout the school. We create this culture by ensuring that safeguarding has a high profile within the school and that all adults (staff, parents, visitors) understand the high expectations at Wildwood Nature School in terms of their conduct and in terms of acting on any concerns, and also that adults feel safe to report any such concerns.

This begins with recruitment. We have robust safer recruitment practices (see our *Safer Recruitment Policy*) that include emphasising safeguarding at every stage of the recruitment process. This means that when staff join our team, they understand the importance we place on safeguarding. All of our staff are aware of their roles and responsibilities when it comes to safeguarding and protecting children. These are outlined in Section 5 of this policy (Roles and responsibilities), as well as in each member of staff's induction.

We then maintain this high profile by prioritising safeguarding training, and placing safeguarding on the agenda for all staff meetings and supervision meetings.

- *Small school*

We purposefully have a small school with high staff ratios. This supports the building of close relationships and enables staff to notice any changes in children's behaviour.

- *Key person system*

Each child has a key person who gets to know them and their family very well. They have regular 1:1 meetings to check in about their emotional well-being. Building strong relationships with a trusted adult means the children will feel more confident to discuss any concerns as they arise. It also lets children know that their voices are always listened to and respected. Children might not be aware that they have a concern, but if they know they will always be listened to with respect, they will feel safe talking with their trusted adults about their lives and feelings.

- *Our well-being curriculum*

Our main priority at Wildwood Nature School is ensuring children's well-being. Our well-being curriculum teaches children how to express emotions, about their own personal boundaries, about self-respect and what healthy relationships look like. This will empower children to recognise when abuse might be occurring and what to do about it. We explicitly teach children how to raise concerns and to whom, and ensure they feel safe to raise concerns and are confident that their concerns will be taken seriously. We also carry out regular well-being assessments to monitor children's well-being.

We have daily opening and closing circles to ground, express ourselves and share. These will be the main opportunities for teaching our well-being curriculum. These twice daily circles provide very regular opportunities for children to talk and staff to listen with care and respect.

- *Behaviour*

At Wildwood Nature School we see all behaviour as a form of communication, often an expression of unmet needs. Our responses come from this understanding as we look at each unique child and situation and try to meet their needs, rather than mete out punishment or sanctions. This creates a culture of trust and respect; children know that their needs and emotions are taken seriously. This approach also demands a lot from the children as they are expected to treat each other with respect and honesty. As such, at Wildwood Nature School, all forms of bullying, harassment and discrimination, or inappropriate, sexualised or offensive language and behaviour are not tolerated; they are dealt with immediately. Our responses can vary from working with children to resolve conflict using Nonviolent Communication (Giraffe language)

or restorative justice approaches to offering 1:1 emotional and learning support or art therapy (please see our *Behaviour Policy* and *Anti-Bullying Policy* for further information).

- *The family community*

As a small school, we focus on making our families feel welcome and supported in school. We build trusting relationships between the staff and members of the family as well as their children. This encourages family members to feel safe to talk to staff about a child or their welfare, should they have any concerns. More frequent contact and deeper relationships with families also provide staff with more opportunities to recognise any changes in family dynamics or behaviour that could be a concern in terms of safeguarding.

- *Staff*

We nurture our staff so they have the capacity to support our children and families, as well as each other, through any safeguarding concerns. We have regular 1:1 supervision sessions with each staff member to discuss their key children's needs and concerns. Each staff meeting also includes a check-in on any current safeguarding concerns or issues. These measures ensure a more thorough awareness of children's welfare, patterns of behaviour and ways in which we can support them.

As well as regular safeguarding training, all our staff have had training in trauma informed practice, Nonviolent Communication and needs understanding. This not only enables them to identify and support children who may be suffering from abuse but also create a staff community of honesty and trust where they feel safe to question any behaviour which they find concerning. It also ensures that staff always use inclusive and anti-discriminatory language and ensure their actions and behaviour are compassionate, sensitive and unprejudiced.

- *Learning outdoors*

Children at Wildwood Nature School spend a significant portion of their time outdoors. Being outdoors not only improves children's well-being but also supports children to learn how to assess risk for themselves and to learn about creating safe boundaries. This supports them to be more able to recognise when something is not right. However, we recognise that there are additional risks to learning outside in public places, such as interactions with the public, and children getting lost. We have robust and detailed risk benefit assessments for each site that we use to ensure the safeguarding of children at these locations. Our staff carry out daily site sweeps and are continuously assessing risk in a dynamic way, as well as supporting children to manage their own risks.

3. Key contacts

Wildwood Nature School			
Role	Name	Phone	Email
Co-head of school	Tara Royle	07870651598	info@wildwoodnatureschool.org.uk
Designated Safeguarding Lead (DSL) & co-head of school	Clare Bunston	07743357799	head@wildwoodnatureschool.org.uk
Deputy Designated Safeguarding Lead	Grace Harding		
Nominated Trustee for Child Protection	Emma Shaw	07712364554	emma@intothewoodsnursery.co.uk

Camden Safeguarding Children Partnership			
Role	Name	Phone	Email
Children's and Families Contact Service/ MASH	Noella Hacquard	020 7974 3317 020 7974 1553	LBCMASHadmin@camden.gov.uk
Child Protection service Manager and Local Authority Designated Officer- LADO	Jacqueline Fearon	020 7974 4556	LADO@camden.gov.uk
Safeguarding lead offer Children in Need	Michelle O'Regan	020 7974 1905	michelle.o'regan@camden.gov.uk
Safeguarding lead offers Service managers	Tracey Murphy	020 7974 4103	tracey.murphy@camden.gov.uk
	Patricia Williams	020 7974 1558	patricia.williams@camden.gov.uk
Online safety	Jenni Spencer	020 7974 2866	Jenni.spencer@camden.gov.uk
Prevent Education Officer	Jane Murphy	020 7974 1008	Jane.murphy@camden.gov.uk
Virtual School Head	Natalie White	020 794 2359	natalie.white@camden.gov.uk

General Contacts

Local Police non-emergency contact number for FGM Reporting: 101
Police Emergency number (including high risk Prevent enquiries): 999
OFSTED Safeguarding Children (Monday to Friday from 8am to 6 pm) 08456 404 046
whistleblowing@ofsted.gov.uk

The Disclosure and Barring Service 01325 953 795
Non-emergency DfE advice: 020 7340 7264 or counter-extremism@education.gsi.gov.uk
Anti-Terrorist Hotline 0800 789 321
National Society for the Prevention of Cruelty to Children (NSPCC) Tel: 0800 028 0285 Email:
help@nspcc.org.uk
Childline can be contacted on: Tel: 0800 1111

4. Linked Policies

In addition to the practices set out here, the ways in which we safeguard children at Wildwood Nature School are detailed in the following policies to be found on our [website](#).

- Anti-bullying Policy
- Attendance Policy
- Behaviour Policy
- Complaints Policy
- First Aid & Medication Policy
- Accident & Incident Policy
- Emergency Procedures Policy
- Fire Risk Policy
- Health and Safety Policy: Extreme weather
- Health and Safety Policy: Risk management/ Forest School activities
- Health and Safety Policy: School Building
- Health and Safety Policy: Tree Risk
- Lost/Missing Children Policy
- Mobile Phone Policy
- Online Safety Policy
- Relationships and Sex Education Policy
- Safer Recruitment Policy
- Whistle blowing Policy

- Risk Benefit Assessments for school premises, Forest School activities, trips, and each outdoor site we visit (these are not available on the website as they are dynamic and continuously changing. Please request from the school if required)

The following policies are available at: [Schools and Nurseries Safeguarding Policies - Camden Safeguarding Children Partnership – CSCP](#)

- CSCP guidance for schools on dealing with allegations against staff and volunteers
- Child-on-child abuse protocol
- Harmful sexual behaviour protocol

5. Roles and responsibilities

5.1 School staff

Safeguarding and promoting the welfare of children is everyone's responsibility. To ensure this, all staff at Wildwood Nature School will:

- always consider what is in the best interests of the child and take prompt action to protect the child from harm;
- let the children in their care know that they will always be listened to with respect and care;
- understand that no single practitioner can have a full picture of a child's needs and circumstances and therefore be committed to sharing information with colleagues as necessary, and if appropriate to do so;
- build trusting relationships with the children in their care and create a safe environment in which children can learn, thrive and feel secure enough to raise concerns with them if necessary;
- be aware of the indicators of abuse and neglect so that they can quickly identify children who may be at risk of harm (see Appendix 1);
- follow the safeguarding and child protection procedures as set out in this policy and refer children to the local authority and outside agencies as necessary;
- report all concerns, no matter how small they seem;
- understand the role of Wildwood Nature School's DSL;

- follow up on any concerns they have reported, either with the DSL, local authority or police to make sure they have been thoroughly investigated;
- read and understand the following:
 - o Our *Behaviour Policy* to understand our approach to behaviour and understanding unmet needs
 - o Our *Anti-Bullying Policy* which includes our measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying
 - o Our *Online Safety Policy* and *Mobile Use Policy*
 - o Our *Staff Code of Conduct*
 - o Part 1 of KCSIE 2021
(<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>)
 - o [What to do if you're worried a child is being abused - Publications - GOV.UK](#)

5.2 Role of the designated safeguarding lead (DSL)

The role of the DSL and their deputy is to take lead responsibility for safeguarding and child protection within Wildwood Nature School and to be available during school hours for staff to discuss safeguarding concerns.

Contactable on the following number: 07743357799

The DSL (and their deputy) will:

- liaise with and manage referrals to relevant agencies such as CSSW, the LADO, the Channel Panel, the Police and the Disclosure and Barring Service (DBS);
- keep the co-heads of school, senior leadership team and the trustees informed of on-going safeguarding and child protection issues and enquiries;
- provide advice and guidance for staff on safeguarding and child protection issues, lead on making referrals, support staff through the referral process and follow up on reported concerns;
- ensure the school's safeguarding and child protection policies are up to date and consistent with Camden's Safeguarding Children Partnership policies and that policies are reviewed annually;
- ensure all staff, including temporary staff, are aware of and understand policies and procedures and are able to implement them through robust induction processes;

- attend regular training, including Prevent awareness training, and the designated teachers' meetings hosted by Camden in order to keep up to date with new policy, emerging issues and local early help, safeguarding and child protection procedures and working practices;
- provide regular updates received from Camden to all staff members and trustees on any changes in safeguarding or child protection legislation (updated information will be provided by Camden at the designated teachers meeting and safeguarding trainers via 6 weekly bulletins; DSLs will be responsible for communicating this information to staff immediately; they may decide to hold workshops or discuss in staff meetings);
- have an awareness of those children who may be more vulnerable to poor educational outcomes due to safeguarding and other issues such as children in need, children with child protection plans, children with mental health issues, young carers and children who have special educational needs;
- liaise with the SEND lead when considering any safeguarding action for a child with special needs;
- liaise with the school's mental health lead or CAMHS team as appropriate where safeguarding concerns are linked to mental health issues;
- raise awareness with staff on how children's vulnerabilities and exposure to safeguarding issues such as neglect, abuse and trauma can negatively influence their educational attainment and behaviour and how staff can work to meet these challenges and improve outcomes;
- liaise with the Camden Virtual School Head in order to meet the educational needs of children known to CSSW;
- liaise with the designated teacher for LAC whenever there are safeguarding concerns relating to a looked after child or previously looked after child;
- oversee child protection systems within the school, including the management of records, ensuring confidentiality, standards of recording, and referral processes;
- provide a link between the school and other agencies, particularly CSSW and the Camden Safeguarding Children Partnership;

- ensure staff, including temporary staff, receive appropriate safeguarding and child protection training every 2 years, including online safety training, identifying the early signs of child-on-child abuse and sexual violence and sexual harassment;
- ensure parents are fully aware of the school policies and procedures and that they are kept informed and involved;
- encourage a culture where children are listened to, their views taken into account and where they are encouraged to participate in keeping themselves safe;
- ensure relevant records are passed on appropriately when children transfer to other schools and where appropriate, share relevant information with schools or colleges to enable continued support for the child on transfer.

5.3 The co-head teachers and leadership team

The co-heads of school and senior leadership team will ensure that the school meets its statutory safeguarding duty by ensuring the following:

- all staff are aware of their role and responsibilities for safeguarding under Part 1 of the guidance *Keeping children safe in education (2022)*;
- staff are inducted thoroughly in line with our *Safer Recruitment Policy*;
- all staff are able to identify those children who need extra help and can make appropriate referrals to early help services;
- all staff are vigilant to harm and abuse, are able to identify those children for whom there are safeguarding and child protection concerns and can make appropriate referrals to CSSW;
- staff are able to work in partnership with other agencies to safeguard children, including providing early help support, contributing to assessments and the implementation of the child's plan, attending network meetings and case conferences, monitoring children's progress and liaising with social workers;
- safer recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff in line with the guidance outlined in Part 4 of [Keeping Children Safe in Education \(2022\)](#);
- Wildwood Nature School offers a safe environment for staff and pupils to learn;
- safeguarding issues are brought to the attention of the trustees.

5.4 Trustees

The trustees will ensure that Wildwood Nature School meets its statutory duties with regard to safeguarding and protecting pupils and that processes are in place to enable staff to understand the nature of safeguarding children in education and their role and responsibilities in doing so.

This includes the school's legal duties under the Human Rights Act 1998, the Equality Act 2010 and the Public Sector Equality Duty (see Appendix 3).

In particular, the trustees will ensure the following:

- the school has the following policies in place and that these are regularly monitored, reviewed and updated where necessary:
 - o safeguarding and child protection policies and procedures that are consistent with Camden Safeguarding Children Partnership procedures and Camden's internal policies, early help, online safety, extra-familial harm and child-on-child abuse;
 - o a staff code of conduct policy that covers staff/pupil relationships, dealing with low level concerns and allegations, whistleblowing, communications and staff use of social media;
 - o a behaviour policy and an anti-bullying policy that includes measures for bullying and harassment, including prejudice-based and discriminatory bullying;
 - o a procedure for responding to incidents where children go missing from education, particularly where there are repeated incidents that suggest potential safeguarding risks may be present;
- the school is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory social work services and that children's plans are implemented and monitored;
- there is a nominated trustee (Emma Shaw) with responsibility for liaising with Camden on safeguarding and child protection matters and who links with the LADO in the event of an allegation against either of the co-heads of school;

- a senior member of staff is appointed as the DSL with responsibility for carrying out the statutory duties as set out in this policy, the individual is given sufficient time and resources to carry out their responsibilities and that another member of staff is appointed to deputise in their absence;
- there is a designated teacher nominated to promote the educational achievement of looked after children and previously looked after children and that this person has received appropriate training for the role;
- staff receive a thorough induction on joining and are given copies of all relevant safeguarding and child protection policies and the staff code of conduct policy;
- staff are confident that they can raise issues with leaders where there are concerns about safeguarding practice at the school and there are robust whistleblowing procedures in place;
- steps are taken to ensure parents and pupils are aware of the school's safeguarding and child protection policies and procedures;
- steps are taken to ensure children are given opportunities within the curriculum to learn how to keep themselves safe, including on-line;
- the school has appropriate written procedures in place to ensure safer recruitment practices and reasonable checks on visitors to the school, to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis;
- at least 1 member of the trustees has undertaken accredited safer recruitment training;
- all staff receive safeguarding and child protection training at least every 2 years and receive regular updates from the DSL to ensure they remain up to date with new legislation;
- all trustees receive safeguarding and child protection training needed to help them effectively scrutinise school safeguarding and child protection policies so that they can ensure policies are fit for purpose;
- the school has procedures in place to deal with allegations made against other pupils;

- children's wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children and there is a robust system in place for gaining feedback from pupils.

5.5 Working with parents and carers

Wildwood Nature School recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils.

The school will:

- make parents aware of the school's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all school policies available on the school website or on request;
- provide opportunities for parents and carers to discuss any problems with teachers and other relevant staff;
- consult with and involve parents and carers in the development of school policies to ensure their views are taken into account;
- ensure a robust complaints system is in place to deal with issues raised by parents and carers;
- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

Additional guidance

Below is additional guidance available from the DfE on dealing with issues around parental responsibility:

<https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility>

5.6 Camden Supporting People Directorate

The Directorate includes Children's Safeguarding and Social Work (CSSW), Early Intervention and Prevention divisions and Camden Learning and these services will support the school to safeguard and promote the welfare of pupils by:

- coordinating the delivery of integrated children's services within the borough, including an early help service;

- providing statutory social work services under the Children Act 1989;
- providing the school with advice, support and guidance, model policies and procedures, training and dedicated lead officers with responsibility for child protection, safeguarding and online safety;
- dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO);
- taking responsibility for those children who are missing from or not in education, including children who are known to be home educated.

5.7 Multi-agency working

Wildwood Nature School will work in partnership with relevant agencies in order to meet its obligations under section 11 of the Children Act 2004 and *Working together to safeguard children* 2018.

As a relevant agency under the Camden Safeguarding Children Partnership (CSCP) safeguarding arrangements, the school recognises its vital role in safeguarding school-age children and its statutory duty to co-operate with the CSCP to ensure joint working with partner agencies in order to improve outcomes for children in Camden.

Trustees, school managers and the senior leadership team will ensure these safeguarding arrangements are followed and that the school is able to raise any safeguarding issues and emerging trends with the CSCP via the CSCP Head teacher members and/or the Camden Learning representative.

Full details of the arrangements can be found at: [Camden Safeguarding Children Partnership – CSCP – New Safeguarding Arrangements](#)

5.8 Contacting the police

In the event that a criminal offence takes place on the school premises or police assistance is needed to deal with incidents, the school will follow the guidance set out in the NSPCC guidance *When to call the police*:

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

5.9 Operation Encompass

Wildwood Nature School will take relevant action on receipt of all police notifications of children who have been involved in domestic abuse incidents via Operation Encompass.

The DSL will inform relevant staff of any notification and agree what support (if any) the pupil should receive from the school.

6. Safeguarding and child protection procedures

The flowcharts below describe the steps followed at Wildwood Nature School if a member of staff has concerns about a child or another member of staff. Further details about each of the procedures and steps are described later in this section.

Safeguarding concerns: Flowchart for staff

Wildwood Nature School staff

Emma Shaw (trustee with responsibility for safeguarding)

Clare Bunston (*DSL & co-head of school*)

Grace Harding (*Deputy DSL*)

Camden Children and Families Contact Service/MASH

020 7974 3317 / out of hours: 020 7974 4444

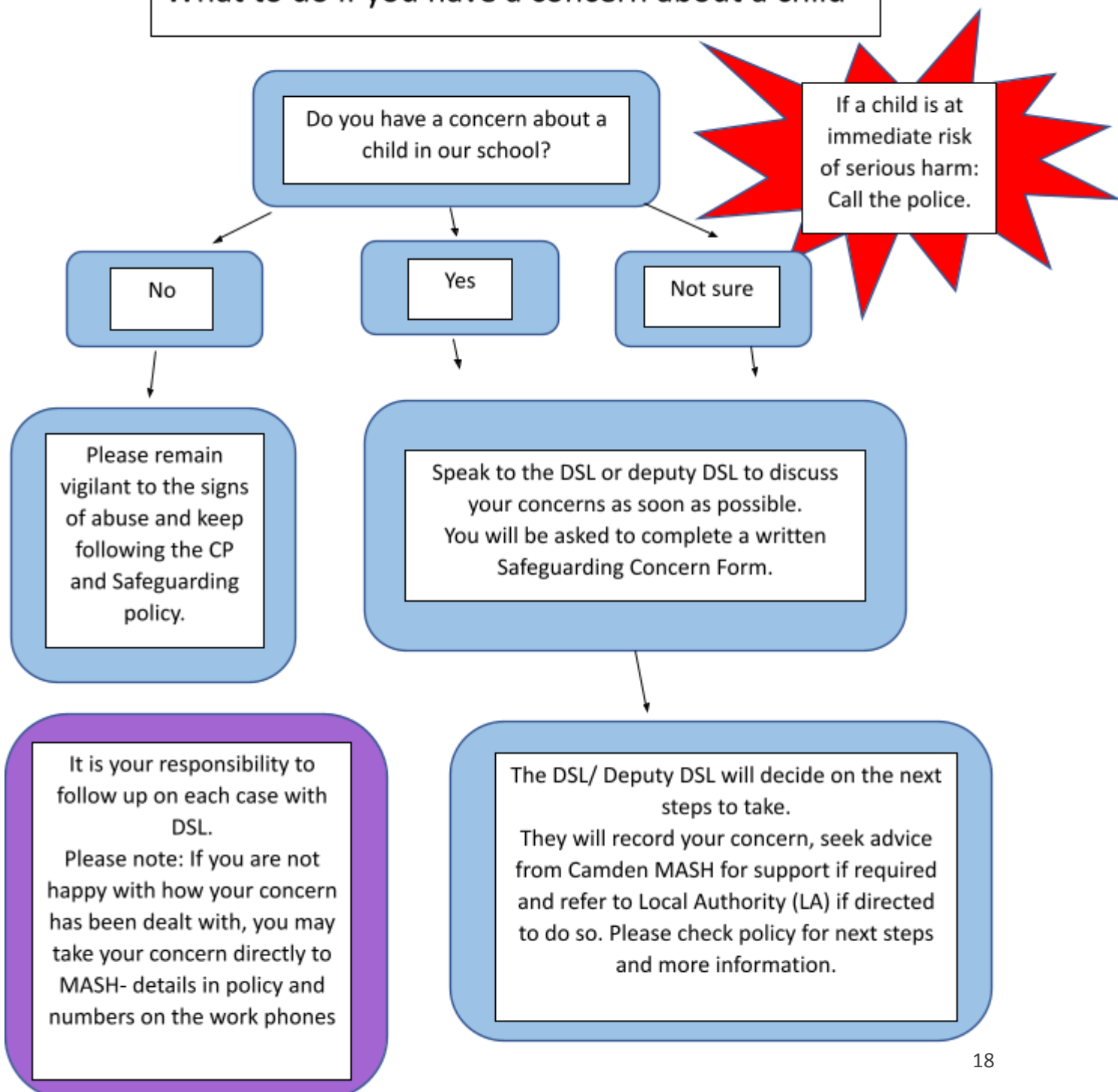
LBCMASHadmin@camden.gov.uk

To contact the **Local Authority Designated Officer (LADO)**, follow guidance:

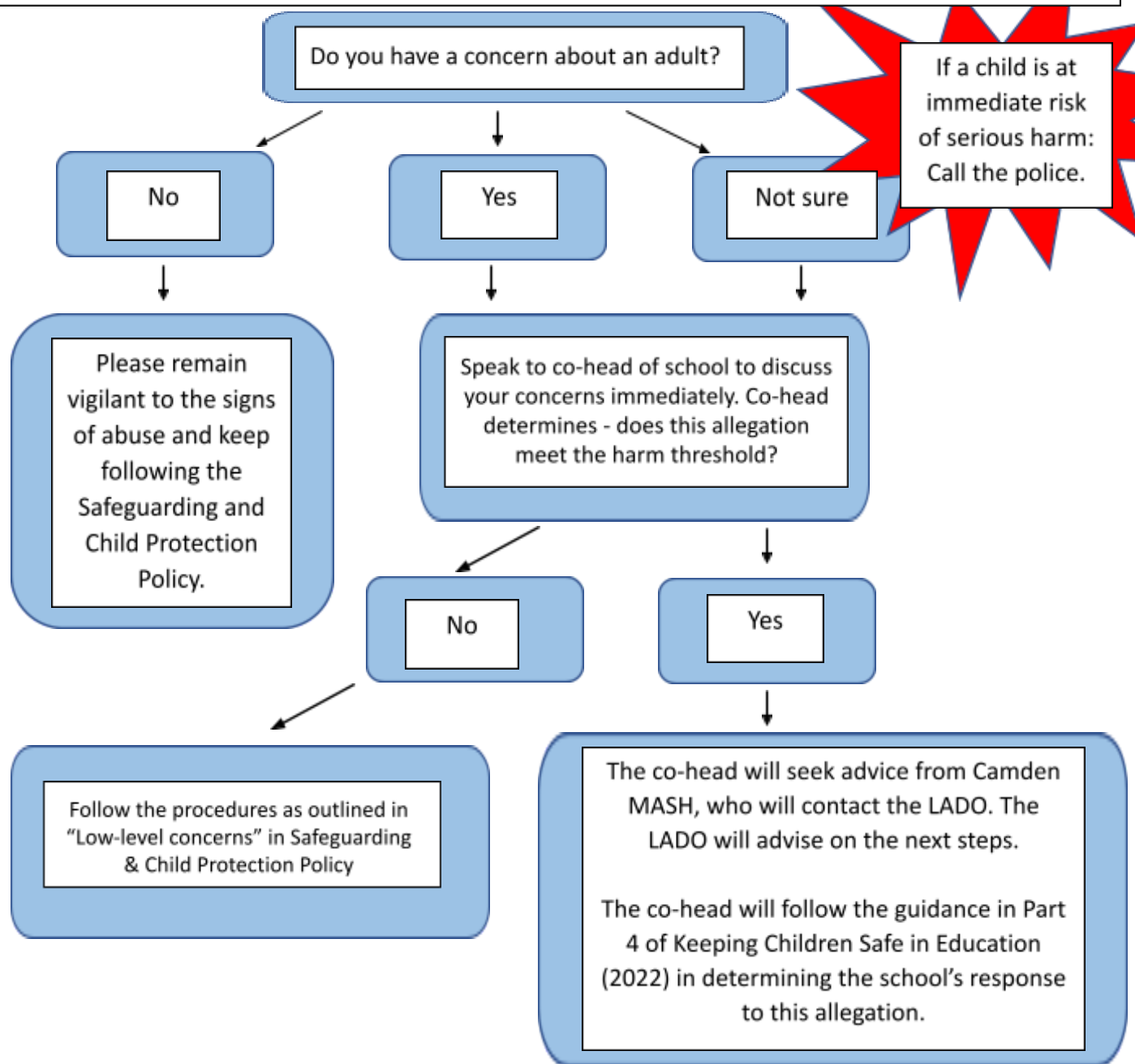
<https://cscp.org.uk/professionals/managing-allegations-against-staff-and-volunteers-lado/>

Or call 020 7974 4556

What to do if you have a concern about a child



What to do if you have a concern about any adult - including another member of staff, supply teachers, volunteers, visitors and contractors



Please note: If you are concerned about the DSL/ deputy/ co-head or you do not feel comfortable discussing it with them, then go directly to the trustee with responsibility for safeguarding and child protection (Emma Shaw) or MASH (MULTI AGENCY SAFEGUARDING HUB). They will contact the LADO (Local Authority Designated officer) on your behalf and advise you on the next steps. Contact details in this policy and numbers on the work phones

Wildwood Nature School will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm.

- [Working together to safeguard children \(DfE 2018\)](#)
- [What to do if you're worried a child is being abused \(DfE 2015\)](#)
- [London Safeguarding Children Board: Child Protection Procedures](#)
- [Keeping children safe in education \(DFE 2022\)](#)

In line with these policies and procedures, Wildwood Nature School will:

- identify those pupils where there are child protection concerns and make a referral to CSSW;
- attend child protection case conferences in order to effectively share information about risk and harm;
- contribute to the development and monitoring of child protection plans as a member of the core group;
- carry out the school's role in implementing the child protection plan and continually monitoring the child's well-being and liaising with the allocated social worker as required.

6.2 Recognition

- Staff at Wildwood Nature School have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the DSL.
- Staff should refer to Appendix 1 for a full definition of significant harm and the specific indicators that may suggest a pupil may be at risk of suffering significant harm.
- Any concerns held by staff should be discussed in the first instance with the DSL or their deputy and advice sought on what action should be taken. Where required, advice on thresholds and indicators of harm can be obtained from the MASH social worker on a no-names basis.

- Concerns may be monitored over time and recorded on the monitoring/incident form shown in Appendix 2. Details of any concerning incidents should also be recorded on this form.

6.3 Dealing with disclosures

Staff should bear in mind that children may not find it easy to disclose abuse and may need time before they feel ready to do so; in some cases, for example child exploitation, they may not recognise that what they are experiencing is abusive. Wildwood Nature School's well-being curriculum aims to explicitly teach children about the signs of abuse and exploitation, so that they are empowered to recognise if it is happening to them. Disclosure is more likely where there is a trusting relationship with the staff member and the pupil feels safe to share information. We strive to ensure that all children feel they have a trusting relationship with at least 1 member of staff.

It is important that where staff have reason to believe a pupil is at risk of harm but there is no disclosure, they persevere, giving the pupil time and space to disclose when they feel comfortable to do so. Any concerns should be shared with the DSL so that advice and support can be offered on how to support the pupil to engage. Consideration should also be given to addressing any communications difficulties that may be a barrier to disclosure.

If a pupil discloses to a member of staff that they are being abused, the member of staff should:

- listen to what is said without displaying shock or disbelief and accept what the child is saying;
- allow the child to talk freely;
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to CSSW;
- reassure the child that what has happened is not their fault and that they were right to tell someone;
- not ask direct questions but allow the child to tell their story;
- not criticise the alleged perpetrator;
- explain what will happen next and who has to be told;
- make a formal record and pass this on to the DSL.

6.4 Referrals

- Where possible, a decision on whether or not to refer a pupil to CSSW should be made by the DSL or their deputy following a discussion with the member of staff who has raised concerns. However, this should not delay any referral and any member of staff may make a referral if this is necessary, but staff should discuss the matter with

a member of the senior management team and take advice from the Children and Families Contact team social worker. The DSL should be informed as soon as possible.

- Referrals should be in writing using an e-CAF referral completed either by the teacher raising concerns or by the DSL. Urgent child protection referrals will be accepted by telephone but must be confirmed in writing via the e-CAF referral within 48 hours.
- Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the DSL may discuss the case on a “no names” basis with the Contact team social worker to obtain advice on how to proceed.
- Parental consent should be sought prior to the referral being made but a referral can be made if parents refuse consent where there are safeguarding concerns about the child and referral is a proportionate response to these concerns. Consent should not be sought if this would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay.
- If the child already has an allocated CSSW social worker, the referral should be made directly to them. If the child is not already known to CSSW, referrals should be made to the Contact team. If the child lives outside Camden, a referral should be made to their home local authority.
- All referrals will be acknowledged by the Children and Families Contact team manager within 24 hours and the referrer informed of what action will be taken.
- If the school does not think the child’s situation is improving within a reasonable timescale following referral, this should be taken up with CSSW/Early help services via the DSL.

Further information on referrals can be found in Section 7. Referrals

6.5 Attendance at case conferences and core groups

- The DSL will liaise with CSSW to ensure that all relevant information held by the school is provided to CSSW during the course of any child protection investigation.
- The DSL will ensure that the school is represented at child protection case conferences and core group meetings:
 - o where possible, a member of staff who knows the child best, such as the child’s key person will be nominated to attend;
 - o failing that, the DSL or their deputy will attend;

- o if no-one from the school can attend, the DSL will ensure that a report is made available to the conference or meeting.

6.6 Monitoring

Where a pupil is the subject of a child protection plan and the school has been asked to monitor their attendance and welfare as part of this plan;

- monitoring will be carried out by the relevant staff member in conjunction with the DSL;
- all information will be recorded on the Child Protection Monitoring form shown at Appendix 2 prior to each conference and core group meeting;
- the completed monitoring form will be kept on the pupil's separate child protection file (that should be separate from the school record) and copies made available to all conferences and core group meetings;
- the DSL will notify the allocated social worker if the child is removed from the school roll or goes missing.

6.7 Records

- Child protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate to the pupil's education records. These records will be securely held on the school's system.
- The DSL is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.
- All information should be recorded on one of the Child Protection forms (see Appendix 2) and all records should be signed and dated.
- Records should show:
 - o what the concerns were;
 - o what action was taken to refer on concerns or manage risk within the school;
 - o whether any follow-up action was taken;
 - o how and why decisions were made.
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.
- The monitoring form must be completed where a child is being monitored, prior to a case conference or core group meeting.

- Child protection files must be accessed, and information shared by members of staff on a “need to know” basis only.
- When a child who is subject to a child protection plan transfers to another school, the DSL is responsible for ensuring that copies of all relevant records are passed to the DSL at the new school within 5 days.
- The DSL may also consider contacting the new school to share relevant information in order to ensure the child receives the support they need as soon as they transfer.
- Child protection records will only be kept until the pupil leaves the school and should be disposed of as confidential waste.

6.8 Confidentiality and information sharing

- All information obtained by school staff about a pupil will be kept confidential and will only be shared with other professionals and agencies with the family’s consent unless there are safeguarding concerns that need to be shared with CSSW and parents refuse consent or seeking consent would place the child at further risk.
- If the child is under 12, consent to share information about them must be obtained from their parents or carers.
- Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues; otherwise, consent should be sought from parents.
- Young people aged 16 and 17 are able to give their own consent if they are thought to have the capacity to do so under the Mental Capacity Act 2005; otherwise, consent should be sought from parents.
- Where a child is at risk of suffering significant harm, Wildwood Nature School has a legal duty to share this information with CSSW and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools and colleges must share any information about the child requested by CSSW.
- Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents should be made aware of this. Before taking this step, Wildwood Nature School will consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?

- Parental consent to referral can be dispensed with if seeking consent is likely to cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to protect the child. However, staff should discuss this with the Child and Family Contact team social worker on a “no names” basis to gain advice on whether this course of action should be taken.
- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school’s duty to share information.
- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the DSL or seek advice from the Child and Family Contact team social worker.

7. Referrals

Wildwood Nature School will refer to [Camden’s thresholds and eligibility criteria](#) to help make decisions on the child’s level of need and the appropriate service to refer on for services. Staff will consult with the DSL for advice and to discuss the case prior to making any referral for services.

All referrals for a children’s social care service will be made by way of an e-CAF referral to Camden’s Children and Families Contact team. The team is Camden’s “front door” for children’s social care referrals and accepts referrals for all cases.

Parental consent for referral will be sought but a referral will be made regardless of consent being given in cases where there are safeguarding concerns about the child and making a referral is a proportionate response to those concerns.

Staff will also share information and work in an integrated way to ensure a coordinated response from agencies to support families and meet the child’s needs.

7.1 Early help cases

Staff will identify children who need extra help at an early stage and provide help and support in order to prevent concerns from escalating. In particular, staff will be aware of the needs of the following groups of children whose circumstances may mean they will require early help:

- children with disabilities and additional needs, including those with special educational needs
- children with mental health needs
- young carers
- children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime or county lines;
- children who frequently go missing from home, school or care;
- children who are misusing drugs or alcohol;
- children at risk of exploitation through modern slavery and trafficking;
- children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse;
- children who have returned home from care;
- children who show early signs of abuse or neglect;
- children at risk of radicalisation;
- children at risk from honour-based abuse i.e.: FGM, forced marriage
- children who have a parent in prison or who are affected by parental offending;
- privately fostered children;
- children who are persistently absent from school including for part of the school day.

Where the child's extra needs require services, consideration will be given to what early help support can be offered to a child by the school.

If the child requires an early help service from another agency, the school will make a referral to the Early Help service (via the Children and Families Contact team) for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.

Where the child is receiving an Early Help service, the school will work as part of the team around the family and take up the role of lead professional where this is appropriate.

Early Help provision should be monitored and reviewed to ensure outcomes for the child are improving. If the school believes that this is not the case, consideration should be given to making a referral for a statutory social work service.

7.2 Referral for a statutory social work service

Where there are concerns about a child's welfare, staff will act immediately by seeking the advice of the DSL or their deputy as they are most likely to have the most complete safeguarding overview. Following consultation, the DSL should decide on whether to make a referral to CSSW via the Contact Service.

Where the referral raises concerns that the child is at risk of significant harm, the case will be passed on to Camden's MASH team to gather relevant information from other agencies.

The Contact Service will inform the school within 1 working day of the outcome of any referral and what action CSSW will be taking. This may include any of the following:

- Carrying out a child and family assessment to identify the child's needs and establish if the child is a **child in need** under section 17 of the Children Act 1989. These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services.
- Convening a **strategy meeting under child protection** procedures for any child where there are concerns about significant harm and/or taking any immediate action in order to protect the child.
- Providing services for the child and their family in the meantime whilst work is on-going (including details of services).

8. If parents have a concern

- If parents have a safeguarding concern about **their own child**, they should talk to their child's **key person**. Their key person will be able to advise on any necessary next steps. The parent could also speak to the **DSL** or one of the **co-heads of school**.
- If parents have a safeguarding concern about **another child**, they should speak directly to the **DSL** or **deputy DSL**.
- If parents have a concern about a **member of staff**, they should speak directly to the **DSL** or **deputy DSL**.
- If parents have a concern about the **DSL or co-heads of school**, they should speak to Emma Shaw (chair of trustees and trustee for safeguarding and child protection). She is contactable on 07712 364554.

- If they still have concerns, they should speak to the **LADO** (Local Authority Designated Officer). For Camden, this is Jacqueline Fearon and she is contactable on 020 7974 4556 and at LADO@camden.gov.uk.

9. Early Years children within the school

We follow all the regulations from the Early Years Foundation Stage (EYFS) as set out below:

9.1 Legal and policy framework

As an early years provider delivering the [Early Years Foundation Stage \(EYFS\)](#), Wildwood Nature School aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance.

Wildwood Nature School will ensure that reception-aged children are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

9.2 Safeguarding and child protection

All safeguarding and child protection policies listed in this policy will apply equally to children in early years settings so far as they are relevant to that age group.

In addition, the school has the following child protection policies:

- a policy on the use of mobile phones and cameras within the school (see our *Mobile Phone Use Policy*); actions include:
 - parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile;
 - parents are generally prohibited from taking any photographs of children in the early years setting, but for special events such as school performances, may do so on the understanding that the images are not posted onto social media sites or otherwise shared;
 - staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose;

- o staff do not bring personal mobile phones into the early years setting and use them only during breaks in the staff room.
- a statement on how notifications will be made to Ofsted in the event of an allegation of serious harm or abuse by any person working in the early years setting.

9.3 Suitable people

Wildwood Nature School has a *Safer Recruitment Policy* to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children, have the relevant qualifications and are not disqualified from working in childcare settings.

This policy will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so that they are aware of their role and responsibilities, all school policies and the school's expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff in the early years setting, the school will follow its *Whistleblowing Policy*, the Camden policy [Guidance for schools on dealing with allegations against a member of staff](#), and the guidance outlined in Part 4 of [Keeping Children Safe in Education \(2022\)](#).

Where early years staff are taking medication that may affect their ability to care for young children, this will be notified to the co-heads of school.

9.4 Staff training, skills and supervision

Wildwood Nature School ensures that:

- all staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy;
- all policies set out in our *Safer Recruitment Policy* and *Staff Code of Conduct* will apply equally to early years staff;
- all early years staff receive supervision that helps them to effectively safeguard children by providing opportunities to discuss issues and concerns and decide on what action to take;
- all early years staff are able to communicate effectively in English both orally and in writing;

- a member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies children on school trips;
- each child in the early years setting has a designated key worker who liaises with parents to provide individual support for the child.

9.5 Staff ratios

Wildwood Nature School ensures that:

- staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe;
- parents are kept informed of staff members and numbers;
- children are kept within staff sight and hearing at all times.

For reception-aged children:

- intake group will be limited to 6 children;
- classes will be led by a qualified teacher supported by suitably qualified support staff.

For before and after school provision, schools will decide how many staff will be required for adequate supervision based on the age and needs of the children attending.

9.6 Health

Wildwood Nature School will:

- promote the health of children attending the early years provision;
- take necessary steps to stop the spread of infection;
- administer medicines only in line with the school's policy;
- take appropriate action where children are ill;
- ensure any meals provided are nutritious and prepared in a hygienic manner;
- notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.

9.7 Health and safety and suitability of premises

Wildwood Nature School ensures that all indoor and outdoor spaces and facilities used for early years settings are safe and fit for purpose and comply with school policies and standards for site safety and health and safety as set out in this policy. Additionally, the school will ensure that all potential hazards within the school, regular outdoor sites and during school trips are regularly risk assessed.

Wildwood Nature School has specific policies for ensuring that records of parents details, and contact numbers for emergencies are kept up to date and that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as policies for dealing with uncollected children.

Smoking and vaping will not be permitted on the school premises when children are present.

9.8 Managing behaviour

The school has a positive behaviour management approach.

[Wildwood Nature School Behaviour Policy](#)

Wildwood Nature School will take all reasonable steps to ensure that behaviour management techniques are appropriate to the child's age and that corporal punishment is never used or threatened. However, in circumstances that put children in immediate danger staff will be permitted to use appropriate physical intervention in line with [Camden's Physical intervention and restraint policy](#).

9.9 Records and information sharing

Wildwood Nature School will ensure it keeps accurate records about children which will be lawfully shared with others for the purposes of safeguarding children as set out in section 6.8 of this policy.

10. Health and safety and risk assessments

10.1 Responsibility for health and safety

The trustees and co-heads of school ensure that there are robust health and safety policies in place in order to meet the statutory responsibility for the safety of pupils and staff within the school environment.

Any health and safety policy adopted by the school will be based on the [government guidance](#) and will seek to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves.

Day-to-day responsibility for health and safety issues in the school will be delegated to a member of staff who is competent to carry out these duties and who has received the appropriate training. This is:

<p>Name: Clare Bunston Designation: Head of school, Health & Safety lead Contact details: 07743357799</p>
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10.2 Risk assessments

Wildwood Nature School will seek to identify and manage risk through the use of risk benefit assessments. These will be carried out:

- on an annual basis for the school environment as a whole;
- for outdoor learning including Forest school activities.
- for pupils travelling between locations during the school day;
- for each premises and site that the children regularly visit (Mortimer Terrace Nature Reserve, Queens Wood and Hampstead Heath / Parliament Hill training grids);
- for school trips;
- for after-school clubs and activities;
- whenever there are any changes to the school environment or school practices;
- following any serious incident.

10.3 Working with aggressive and violent parents

Where schools are working with families who are known to CSSW and there are concerns about the behaviour of parents towards members of school staff, this must be discussed with the co-heads of school and the DSL and the information shared with CSSW.

If there are high levels of risk involved in contact with parents, CSSW may convene a risk assessment meeting with the network in order to discuss strategies to reduce risk, and it is vital that schools and colleges are part of this process.

10.4 Site security and visitors and members of the public

- The trustees are responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.
- In general, occasional visitors to the school such as parents will not be subject to DBS checks but their movement around the premises will be supervised.

- The co-heads of school and the trustees will ensure that any contract entered into with contractors' sets out clearly the expectations for workers' behaviour and the responsibility of contractors to monitor and ensure compliance with school policies.
- The co-heads of school will decide whether or not contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to pupils.
- Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.
- Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the co-heads of school will request written confirmation that relevant checks have been carried out for that individual.
- Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding pupils.
- All visitors and contractors will be:
 - o informed to report to reception on arrival;
 - o expected to provide proof of identity;
 - o expected to wear a name-badge or carry some form of identification at all times when on the school premises;
 - o suitably supervised by school staff at all times;
 - o made aware of school health and safety procedures.
- *Members of the public*

Much of Wildwood Nature School's provision happens outdoors in public places. We believe being part of their local community involves interactions with members of the public. We are aware of the possible risks this may involve and have therefore carried out an Interacting with members of the public risk assessment.

10.5 Alternative education provision

We do not intend to use alternative education providers.

10.6 Use of the school premises by other organisations

The school building will be used for other community activities, such as after-school clubs and evening classes, when Wildwood Nature School is not using it. As long as:

- the organisation provides an overview of what it intends to teach so that the trustees are able to make a judgement on whether this is in line with our ethos;
- the organisation can provide copies of child protection policies and procedures and the school accept these as adequate;
- the organisation can provide evidence that they have followed safer recruitment practices and that their staff have the requisite DBS checks;
- the organisation have read and follow the DfE's [Keeping children safe during community activities, after-school clubs and tuition](#);
- the following reasonable and due diligence checks are taken out on the organisation by the school:
 - o an internet search on the organisation
 - o checks with Camden's Community Groups and Schools Consultant (020 7974 7319)
 - o checks with Prevent Education officer (020 7974 1008)
 - o checks with Camden Community Safety and the local police (020 7974 2915)
- details of the agreement are recorded on the partnership agreement record with clear provision for the circumstances under which the agreement can be terminated by the school for breach of conduct as per the guidance in the DfE's [Keeping children safe during community activities, after-school clubs and tuition](#).

10.7 Monitoring and review

To enable Wildwood Nature School to monitor the safety of the premises and the school environment, as well as the implementation of policies, the co-heads of school and the trustees will ensure that:

- all school policies are regularly monitored by the DSL and annually reviewed by the co-heads of school and trustees;
- the school keeps a central record of all accidents and incidents including what action was taken and by whom;

- staff are aware of their responsibility to record accidents and incidents;
- the co-heads of school have an overview of all accidents/incidents;
- serious accidents and incidents are reported to the board of trustees;
- the DSL ensures a high standard of recording of all concerns held about children;
- all accidents and incidents are scrutinised termly by the staff and trustees to identify any problems or weaknesses around school safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action.

Part B: Additional safeguarding policies and procedures

B.1 Non-collection of children from school

Parents will be asked to provide the details of the person who will normally collect the child and will be informed of the need to notify the school in advance if this changes, giving details of the person authorised to collect the child. Wildwood Nature School will also ensure that we have the details of at least 2 people who can be contacted in an emergency in the event that the child is uncollected.

Parents will also be asked to inform us if children are subject to court orders that limit contact with a named individual or when information about the child should not be divulged because it may pose a risk to the child.

In the event that anyone who is not authorised to do so attempts to collect the child, the school will not allow the child to leave but contact the parent immediately.

If a child is uncollected at the end of the school day, the school will follow the procedure agreed with CSSW:

- Wildwood Nature School will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members and wait with the child until someone comes to collect them.
- Children will not be released into the care of another parent even where they offer to take the child home.
- The school will contact the Children and Families Contact Service to put CSSW on notice at 4.30pm if there are difficulties in contacting parents or other family members.
- If no contact can be made with the parent by 5pm, the school will contact the Children and Families Contact Service who will arrange for a social worker to collect the child or make arrangements for the child to be transported to the CSSW office.
- The school will regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so.
- Where children are regularly uncollected or collected late, this should be discussed with the DSL and reported to the Pupil Attendance Service. If there are also safeguarding concerns, a referral should be made to CSSW.

B.2 Children who are missing from education or home educated

Our *Attendance Policy* highlights the regular procedures Wildwood Nature School carries out, so that we can quickly become aware of children who are persistently absent or missing from school particularly on repeat occasions and/or for prolonged periods, as this may be an indicator of welfare and safeguarding concerns.

Parents are asked to provide contact details for at least 2 or more people who can be contacted in the event that a child does not attend school.

We refer to the following policies:

- Camden's ["Children missing from education" policy](#)
- [CSCP missing children protocol](#)

Where a parent notifies the school that they are removing the child so they can be educated at home, the following notifications should be made:

- [Camden's Pupil Attendance Service](#) must be notified of all decisions;
- If the child is already known to CSSW, their allocated social worker should be notified immediately;
- If the child is not known to CSSW, but the school has concerns about their welfare, the DSL should make a referral to CSSW.

B.3 Child-on-child abuse

Wildwood Nature School ensures that all staff are aware of child-on-child abuse and know what action to take when a pupil's behaviour is likely to cause harm to other pupils.

Child-on-child abuse is defined as the bullying, abuse or exploitation of a young person by peers of a similar age where the children involved are both under 18. It can take many forms, such as bullying and sexual harassment, and can take place online or in the real world.

This may be through:

- bullying and cyberbullying the use of the internet and mobile devices to post threatening, intimidating or malicious messages/images on social media sites;

- physical violence including hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm to another person;
- emotional abuse through bullying including name-calling, making threats, spreading rumours, verbal abuse or deliberate social exclusion;
- hazing: a form of initiation rite involving physically and/or emotionally abusive behaviour towards the person being initiated into a group, often as part of a “trial”;
- sexual violence, including sexual assault and sexual harassment including consensual and non-consensual sharing of nude images and upskirting;
- prejudice-based bullying or harassment linked to a child or young person’s ethnicity, religion, disability or sexual orientation;
- exploitation of peers through sexual exploitation or criminal exploitation on the county lines model for example (which may be linked to gang involvement).

It is essential that where concerns and incidents may have involved harm to the victim, the DSL should be consulted in order to make an informed decision on whether a referral to social care or the police is necessary.

The member of staff first responding to the incident or concern should:

- gather all the facts, speaking to both the victim and perpetrator;
- liaise with the DSL;
- inform parents of the incident/concern;
- carry out a risk assessment to see if there is any further risk to the victim or other pupils;
- make a report of the incident including a decision on what actions will be taken by the school.

All incidents of child-on-child abuse are dealt with under the [Child-on-child and sexual violence and harassment guidance for schools and colleges](#).

B.4 Harmful sexual behaviour, sexual violence and harassment

Wildwood Nature School recognises that sexual violence and sexual harassment between pupils is a serious safeguarding issue and such behaviour will not be tolerated.

Wildwood Nature School follows the statutory guidance sexual violence and sexual harassment between pupils available in [Keeping Children Safe in Education](#) and will work with relevant agencies to safeguard and support victims, take appropriate action against alleged perpetrators and ensure a safe learning environment for all pupils.

Harmful sexual behaviour is a wide-ranging term used to describe behaviours initiated by a child that are developmentally inappropriate and may be harmful to the child or others. A child's sexual behaviour is considered to be harmful if it:

- occurs at a frequency greater than would be developmentally expected;
- interferes with the child's development;
- occurs with coercion, intimidation or force;
- is associated with emotional distress;
- occurs between children of divergent ages or developmental abilities;
- repeatedly recurs in secrecy after intervention by caregivers.

There are varying degrees of harmful sexual behaviours:

- **Inappropriate sexual behaviour** is defined as single instances of sexual behaviour where the context of the behaviour gives concern and if unchecked may escalate.
- **Problematic sexual behaviour** is defined as behaviour that may not involve victimisation of anyone but may have an adverse effect on the development of the child causing them distress or rejection. It may be a reaction to a traumatic event and is commonly associated with pre-adolescence.
- **Abusive sexual behaviour** involves victimisation that includes an element of coercion or manipulation or circumstances involving a power imbalance where the victim is not able to give informed consent and where the behaviour could cause physical or emotional harm. Power imbalances may be due to differences in age, intellectual ability or physical strength and is more likely to be associated with adolescence.
- **Sexual abuse** is defined as committing a sexual act against the victims will without consent and in an aggressive, exploitative or threatening manner. Such acts are likely to constitute a criminal offence.

Staff should refer to the *Brook sexual behaviours traffic light tool* in Appendix 1 of Camden's [Harmful sexual behaviour protocol](#) to support them to measure the extent to which a child's behaviour differentiates from the norm.

Staff must report incidents of harmful sexual behaviour to the DSL, who will refer this to Children and Families Contact Service. The contact service will determine if the individual/s should be referred to the Early Help service, to children's social services, CAMHS, or to the police.

All incidents involving sexual violence or sexual harassment between pupils are dealt with under the [Child-on-child and sexual violence and harassment guidance for schools and colleges](#) guidance and the [Harmful sexual behaviour protocol](#).

B.5 Prevention of radicalisation

Wildwood Nature School's safeguarding duty includes the duty to [promote British values](#) in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism. At Wildwood Nature School, our enriched well-being curriculum actively teaches and promotes the British values of rule of law, individual liberty, democracy, and mutual respect for and tolerance of different faiths and beliefs.

Under Counter-Terrorism and Security Act 2015, the school also has a duty to refer young people on to Camden's Channel Panel under the [Prevent strategy](#) where there are concerns that they are being radicalised.

Wildwood Nature School follows the guidance set out in the CSCP guidance ["Safeguarding children and young people from radicalisation and extremism"](#) where:

- a school has concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, or
- that a younger pupil may be at risk due to their parent's radicalisation.

Wildwood Nature School should always be a safe space for young people to explore new ideas and perspectives, and develop their critical thinking skills. However, where there are concerns about radicalisation and a referral under the Prevent duty to Channel Panel is being considered, we will discuss these concerns internally and also consider external advice and guidance where necessary and appropriate.

The DSL should be consulted for internal advice on making a referral. Prior to making a referral, advice may be sought from:

- Camden's Prevent co-ordinator - **Albert Simango - 020 7974 2010**
albert.simango@camden.gov.uk
- Camden's Prevent Education Officer - **Jane Murphy - 020 7974 1008**
jane.murphy@camden.gov.uk

B.6 Mandatory reporting of Female Genital Mutilation (FGM)

Wildwood Nature School follows the statutory guidance on FGM in order to safeguard girls who are at risk of FGM:

[Multi-agency statutory guidance on female genital mutilation - Publications - GOV.UK](#)

Where a pupil makes a disclosure of FGM, the school will follow the mandatory reporting rules and make appropriate referrals to the police as set out in the CSCP guidance available at: [CSCP-mandatory-reporting-guide.pdf](#)

All concerns around FGM, including any disclosure made by a pupil, will be discussed with the DSL before any action is taken.

B.7 Online safety

As part of our duty to provide a safe learning environment and ensure children are taught how to remain safe online, Wildwood Nature School has an *Online Safety Policy* available on our [website](#).

Our DSL holds primary responsibility for Wildwood Nature School's filtering and monitoring systems and processes, to ensure that the [DfE's filtering and monitoring standards](#) are met.

B.8 Looked after and previously looked after children and care leavers

Wildwood Nature School recognises that looked after and previously looked after children and care leavers are particularly vulnerable due to their status and their pre-care experiences.

The school's designated teacher for LAC and care leavers has specialist knowledge of the issues faced by this cohort and for this reason, the DSL will consult with the designated teacher to seek advice whenever there are concerns about the welfare of a looked after or previously looked after child or care leaver.

B.9 Children with special education needs or disabilities (SEND)

Wildwood Nature School is aware that children with special education needs or disabilities may be more vulnerable to harm and abuse and may be more likely to experience bullying. They may also have difficulty in reporting harm and abuse due to communications difficulties. Additionally, staff are aware that it is possible to miss vital indications that children with SEND have been abused, or are suffering from abuse, due to misguided assumptions about their behaviour, mood or communication barriers i.e. traditional indicators of abuse might be dismissed as being the result of the child's particular need or disability. Staff work to actively counter such assumptions by getting to know the children they work with extremely well.

School policies reflect these issues and recognise that staff need to be able to help this group to overcome barriers to seeking help. The school will follow the CSCP guidance [*Safeguarding children with disabilities*](#).

Where there are concerns about abuse involving a pupil with SEND, the DSL will liaise with the SEND lead. The school will consider extra pastoral support for pupils with SEND including extra help in supporting communication. Please see our [*SEND Policy*](#).

B.10 Safeguarding vulnerable groups

Wildwood Nature School is aware that some pupils may be living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes and who may need help or intervention from Early Help Services, CSSW or other agencies in order to overcome problems or keep them safe.

The school will adhere to the following policies in order to respond to the needs of these vulnerable groups:

- **Children who have a social worker**

Wildwood Nature School recognises that children who are receiving a social work service from CSSW and who are subject to child in need or child protection plans are likely to have experienced abuse, neglect and trauma and that this could have a negative effect on their behaviour and learning. Our school's ethos and focus on well-being, as well as our high staff ratios, ensures that children who have a social worker will be thoroughly supported while at school.

CSSW social workers will inform schools whenever a child is receiving a service and the DSL will keep a record of all pupils who have an allocated social worker.

Wildwood Nature School will work in partnership with social workers and the Camden Virtual school head to implement the child's plan in order to support their education and safeguard and promote their welfare. A representative of the school who knows the pupil well will become part of the professional network and will share information about safeguarding risks and attend planning meetings. In their absence, a suitable colleague will deputise for the member of staff or a written report will be provided for meetings.

- **Children at risk of forced or child marriage**

[Forced marriage - Detailed guidance - GOV.UK](#)

- **Domestic abuse and/or sexual violence**

Staff should be aware of the nature of domestic abuse and recognise the harm it may cause to children who witness incidents. For more details, please refer to the CSCP guidance on domestic abuse.

[Domestic Violence and Abuse - Camden Safeguarding Children Partnership — CSCP](#)

*Schools can refer young people affected by domestic or sexual violence to the specialist worker based in the Camden Safety Net on **020 7974 1864** for advice and support.*

- **Privately fostered children**

<https://cscp.org.uk/resources/private-fostering-resources/>

*Schools have a legal duty to notify Camden of any pupil they know to be privately fostered. Schools should contact the Fostering team on **020 7974 6783** to notify Camden of any private fostering arrangements that come to their notice.*

- **Young carers**

<https://cscp.org.uk/resources/young-carers/>

*If schools have concerns about a pupil they believe to be a young carer, they can contact Family Action on **020 7272 6933** for advice and can refer the pupil on for services and support. Further details can be found on the website.
www.family-action.org.uk*

- **Pupils who are lesbian, gay, bi or trans (LGBT)**

Wildwood Nature School recognises that LGBT pupils, or pupils who are perceived to be LGBT, may be more vulnerable to bullying, harassment and victimisation and may find it difficult to disclose to staff due to a lack of trust in adults. The school will provide safe spaces and opportunities for LGBT pupils to raise concerns and will ensure that LGBT inclusion is part of the sex and relationships curriculum.

B.11 Extra-familial harm and exploitation

Wildwood Nature School is aware of the risk to children and young people from extra-familial harm and staff will be vigilant to the indicators of extra-familial harm in relation to pupils at all times.

Whenever staff are made aware of any safeguarding incident or concerning behaviour that has taken place out of the home and that has put a pupil at risk, staff will discuss the matter with the DSL and consider the level and nature of the risk before making decisions on referrals.

Young people experience physical, cognitive and emotional changes during adolescence and will grow more independent, spending more time away from home. They may pursue risky behaviours and as a result, they may face heightened risk from safeguarding threats outside of the home.

These threats may be from within the community, from other pupils at school or from their own peer group rather than from within the family and there may be no concerns about parenting other than concerns about supervision. Sources of harm and exploitation can include:

child sexual exploitation

child criminal exploitation including county lines

modern slavery and trafficking

gang activity and youth violence

radicalisation

Exploitation is a form of abuse involving an imbalance of power within a relationship that allows one party to use this power to manipulate another to carry out an act. The victim may believe that they are acting on their own accord but in fact their consent has been obtained through deception, duress or force and threats of violence. They may also be moved into the UK or around other towns and cities in the UK to facilitate their exploitation. The exploitation of the young person is a form of modern slavery and their forced movement is trafficking, both of which are criminal offences.

Factors such as substance misuse and periods of going missing from home or school can also add to young people's vulnerability to extra-familial harm and are often indications that exploitation may be taking place.

Wildwood Nature School will adhere to the CSCP guidance [Extra-familial harm and child exploitation](#) whenever there are concerns that young people are at risk from extra-familial harm or exploitation.

Wildwood Nature School also considers each child's context when safeguarding children and follow's Camden's [Contextual briefing](#).

Criminal exploitation occurs where a person or a group of people takes advantage of their contact with and influence over a young person to coerce or manipulate them into carrying out a criminal act. Examples of criminal exploitation are:

county lines

benefit fraud

forced theft

forced begging

cannabis cultivation

money mule (where the young person's bank account is used by others for money laundering)

County lines is the most common form of criminal exploitation in Camden and describes when gangs and organised crime groups exploit young people to transport and sell drugs, sometimes across county boundaries but also locally and within the borough. The young people have dedicated mobile phone 'lines' for taking orders for drugs and are used as they are less likely to be stopped by police, allowing adult dealers to avoid the risk of arrest. Indicators include unexplained money, having several mobile phones, frequent calls, being in trouble with the police for possession of drugs, being found in an area to which they have no connection.

- **Young people at risk from gang activity or serious violence**

Wildwood Nature School is aware of the indicators that a young person may be involved in violent crime or may be being criminally exploited and as such at risk from becoming a victim of violence. Indicators include absenteeism, changes in friendship groups, declining academic performance, changes in emotional welfare and signs of physical assault.

*Camden has a comprehensive strategy for reducing the risks posed by gang activity, and schools can refer young people to the Young Person's Advocate based in the Youth Offending Service on **020 7974 6174** for advice.*

- **Children who run away/go missing**

<https://cscp.org.uk/resources/missing-children-from-home-and-care/>

Wildwood Nature School is also aware that many of these forms of risk and exploitation are linked and that going missing from home or from education can be an indicator that young people are involved in child sexual exploitation, gang activity, modern slavery, criminal exploitation and trafficking.

B.12 Children and young people experiencing mental health issues

Wildwood Nature School recognises that some pupils may experience mental health issues that can negatively affect their behaviour and their ability to participate fully in education.

The school is party to the multi-agency protocol on children and young people's mental health and will carry out its responsibilities under that protocol where there are concerns about a pupil's mental and emotional well-being.

[Child and Adolescent Mental Health - Camden Safeguarding Children Partnership — CSCP](#)

Where there are safeguarding concerns arising from a pupil's mental health issues, staff will discuss concerns with the DSL to agree any actions to be taken.

At Wildwood Nature School, we take a trauma-informed approach. We have come to the understanding that most adults and children in our society have experienced trauma at

some point in their lives and have not had the experience of releasing the trauma from their bodies. This results in trauma energy becoming 'stuck' in the body and being expressed in the form of physical and mental illness, pain in the body and non-social behaviours. The actual facts of an incident are not what causes trauma; instead, trauma occurs when the body's nervous system is overwhelmed by a specific incident or ongoing experiences. We understand the link with mental health and are able to recognise pupils who are experiencing mental health issues and help them to access the most appropriate help.

Additional policies and sources of support

Behaviour policy
Well-being Curriculum
Links and referrals to CAMHS when needed
Place2Be
Young Minds
Parent workshops

Wildwood Nature School will ensure that staff are teaching about mental well-being (as part of the statutory Health Education) to help reduce the stigma attached to mental and emotional problems and ensure pupils know how to keep themselves mentally healthy and know how to seek support.

The school will also ensure early identification of pupils who have mental health needs and put in place appropriate support and interventions, including specialist services, where needed.

Wildwood Nature School will take account of the government guidance [Mental health and behaviour in schools](#).

B.13 Low-level concerns about a member of staff

As part of Wildwood Nature School's robust safeguarding culture, we monitor any low-level concerns about members of staff to ensure that all children in our care are safe and respected. It is very important that all members of staff are always operating within our ethos which encourages compassion, respect and creating a safe environment for our children.

Examples of low-level concerns about a member of staff include, but are not limited to:

- shouting at a child;

- handling a child without due care;
- displaying too much physical affection towards a child;
- inappropriate online behaviour such as excessive use of the internet for personal use during work hours or making inappropriate comments about the school on social media (see our [Online Safety Policy](#) for further details);
- not following the procedures outlined in Wildwood Nature School's [Behaviour Policy](#);
- sharing too much personal information with a child;
- talking about children in a disrespectful way;
- talking about children who attend the school to people who are not eligible to hear that information.

If a member of staff has acted in a way that has raised concerns, the following process will be followed:

1. As a supportive team of colleagues, we encourage all members of staff to draw an individual's attention to behaviour that might not be in keeping with our ethos. Whoever sees worrying behaviour should respectfully ask the person to stop and give a more positive alternative, e.g. "Can you hold his hand instead of his wrist?"
2. The member of staff who observed the concerning behaviour fills out a *Low-level Concerns Form* and sends it to the DSL, who keeps a *Low-level Concerns Log* to monitor any patterns.

If the concern relates to the DSL, the member of staff should report it to the trustee responsible for safeguarding (Emma Shaw).

3. The DSL will then have a conversation with the member of staff who demonstrated concerning behaviour, checking that they understand why their behaviour is concerning, exploring their reasons behind the behaviour, and deciding upon any training or additional support that might be needed to ensure the concerning behaviour does not happen again. The DSL will give clear instructions on what to do in the future in a similar situation and will refer the member of staff to the *Staff Code of Conduct* and this *Safeguarding and Child Protection Policy*.

The DSL will note down what was discussed in the meeting and will keep a copy on file and send a copy to the member of staff.

4. The DSL will monitor and observe the member of staff to make sure their behaviour is in line with our *Staff Code of Conduct* and Wildwood Nature School ethos.
5. If a pattern of concerns arises, it will no longer be considered low level. The DSL will consider if it should be treated as a disciplinary matter or a safeguarding concern, in

which case the DSL will contact Camden MASH and the Lado as per Section 6 of this policy. If it is a disciplinary matter, the co-heads of school will deal with the member of staff and follow the steps as outlined in the *Staff Code of Conduct*.

B.14 Whistle Blowing Policy

[Whistle Blowing Policy](#)

B.15 Other relevant safeguarding policies

Schools can access guidance on the following policies at www.nspcc.org.uk and [Department for Education - GOV.UK](#)

Attendance

<https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance>

Behaviour and discipline

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>

Bullying (including cyberbullying)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/pr-eventing_and_tackling_bullying_march14.pdf

Children missing from school

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268987/cme_guidance.pdf

Drugs/substance misuse

[Drugs: advice for schools - Publications - GOV.UK](#)

Fabricated or induced illness

https://www.londoncp.co.uk/fab_ind_ill.html

Faith abuse

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

Supporting children with medical conditions

[Supporting pupils at school with medical conditions - Publications - GOV.UK](#)

Mental health

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

Physical intervention

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf

Promoting British values/Radicalisation and violent extremism

[Promoting fundamental British values through SMSC - Publications - GOV.UK](#)

SRE

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Sexting

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Trafficking

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

Health and safety

<https://www.gov.uk/government/collections/health-and-safety-in-schools>

Appendix 1: DEFINITIONS AND INDICATORS OF NEGLECT AND ABUSE

Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, CSSW have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

Neglect: failure to provide basic care to meet the child's physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse also includes cultural or religious practices that cause harm to a child such as Female Genital Mutilation (FGM) and breast ironing.

Sexual abuse: involving children in sexual activity of any kind. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) 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, pornography, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Emotional abuse: failure to provide love and warmth that affects the child's emotional development; psychological ill treatment of a child through bullying, intimidation or threats. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.

Possible indicators of abuse and neglect

Neglect	<ul style="list-style-type: none"> · Inadequate or inappropriate clothing · Appears underweight and unwell and seems constantly hungry · Failure to thrive physically and appears tired and listless · Dirty or unhygienic appearance · Frequent unexplained absences from school · Lack of parental supervision · Unmanaged / untreated health / medical conditions including poor dental health
Physical abuse	<ul style="list-style-type: none"> · Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury · Injuries in unexpected places or that are not typical of normal childhood injuries or accidents · High frequency of injuries · Parents seem unconcerned or fail to seek adequate medical treatment · Fabricated or induced illness as indicated by discrepancies between reported and observed medical conditions, such as the incidence of fits, attendance at various hospitals, in different geographical areas or the child developing abnormal attitudes to their own health · Refusal to discuss injuries · Clothing that covers arms and legs in hot weather · Fear of medical help
Sexual abuse	<ul style="list-style-type: none"> · Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development · Sexual risk-taking behaviour including involvement in sexual exploitation/older boy/girlfriend · Continual, inappropriate or excessive masturbation · Physical symptoms such as injuries to genital or anal area or bruising, pain on passing urine or faeces, urinary infections, sexually transmitted infections, pregnancy · Unwillingness to undress for sports · Self-harm – eating disorders, self-mutilation and suicide attempts · Poor self-image, self-hatred
Emotional abuse	<ul style="list-style-type: none"> · Developmental delay · Attachment difficulties with parents and others · Withdrawal · Low self-esteem · Inappropriate emotional responses to painful situations · Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking) · Self-harm · Fear of parents being contacted · Air of detachment – 'don't care' attitude

	<ul style="list-style-type: none"> · Social isolation – does not join in and has few friends
Indirect indicators of abuse and neglect	<ul style="list-style-type: none"> · Sudden changes in behaviour · Withdrawal and low self-esteem · Eating disorders · Aggressive behaviour towards others · Sudden unexplained absences from school · Drug/alcohol misuse · Running away/going missing · Fear of parents being contacted
Parental attributes	<ul style="list-style-type: none"> · Misusing drugs and/or alcohol · Physical/mental health or learning difficulties · Domestic violence · Avoiding contact with school and other professionals

Appendix 2:



CHILD PROTECTION RECORD – Report of a Safeguarding Concern

Date of record:	
Date of incident:	

Child name:		DOB:	
Name of referrer:		Role of referrer:	
Details of concern:	<ul style="list-style-type: none"> · <i>use body map if appropriate (with advice of DSL)</i> · <i>use initials for other children / young people involved, unless there is a specific need to name them in full</i> · <i>contemporaneous notes, if taken, may be attached to this form</i> 		
Reported to:		Role of person reported to:	
Signed:			

Action taken:		Advice sought: <i>(from whom and what was advice given)</i>	
Concern / referral discussed with parent / carer?		<i>If not, state reasons why – if yes, note discussion with parent</i>	
Referral made:		<i>If not, state reasons why – if yes, record to whom and any action agreed</i>	
Feedback to referring member of staff:			By whom
Response to / action taken with pupil:			By whom
Name and contact number of key workers:			
Name and contact details of GP:			
Other notes / information / concerns: Any other action required:			

CHILD PROTECTION RECORD – Monitoring Form

Child name:		DOB:	
Status:	Monitoring due to concerns	Subject to child protection plan	
Name of referrer:		Role of referrer:	
Details of concern:	<ul style="list-style-type: none"> · Attendance and punctuality · Periods of exclusion (including dates) · Contact with parents/family · Health and physical appearance · Behaviour and emotional presentation (including any sexualised behaviour) · Concerning incidents · Peer relationships · Academic performance and achievement 		

View of child and parents/carers

Outcomes of monitoring

continue monitoring		referral for behavioural support		referral for education support services		referral to CSSW	
referral to health services		carry out e-CAF		referral on behalf of parent/carer			

Signed:		Date:	
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Appendix 3: Legal Duties

Human Rights Act 1998

The Human Rights Act 1998 sets out an individual's rights and freedoms under the European Convention and public organisations such as schools must ensure that these rights and freedoms are protected whenever decisions are being made about an individual pupil. The relevant rights are:

- Right to an education (Article 2)
- Right to freedom from inhuman and degrading treatment (Article 3); this is an absolute right that cannot be limited in any way
- Right to respect for privacy and family life (Article 8); this is a qualified right which must be balanced against the rights of others.

Any form of (sexual) harassment, violence or abuse may be a breach of these rights.

Equality Act 2010

The Equality Act states that public organisations such as schools must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, or sexual orientation. This means schools must consider whether they are affording the same level of safeguarding to pupils with these protected characteristics as all other pupils.

Schools must be able to demonstrate that they have taken proportionate positive action and/or made reasonable adjustments in order to deal with the disadvantages faced by these groups. For more guidance see:

[Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Equality Duty

Under the Equality Act, public organisations such as schools have a duty to eliminate unlawful discrimination, harassment and victimisation and ensure equality of opportunity for all pupils. When making decisions, schools must be aware of this duty and ensure that decisions do not unlawfully discriminate against groups of pupils who are protected under the Act. For example, schools should be aware that some groups of pupils, for examples girls or LGBTQ pupils may be more vulnerable to sexual violence or harassment.

For more information please see: [Technical Guidance on the Public Sector Equality Duty: England | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)

Data Protection Act 2018

It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

Appendix 4: Wildwood Nature School Safeguarding Checklist

Requirement	Yes	No	Comments/action
Leadership and the safeguarding and child protection framework			
The school has comprehensive safeguarding policies covering early help and child protection, behaviour management and a staff conduct policy covering use of technology, relationships with pupils, communications and use of social media			
The school has agreed procedures for dealing with incidents of sexual violence and sexual harassment that are linked to the school's behaviour and anti-bullying policies			
There are agreed local procedures in place for making referrals to CSSW where there are concerns about the safety and welfare of a child			
There is a designated trustee with responsibility for safeguarding and child protection (Emma Shaw)			
The school and trustees is aware of duties under the Human Rights Act 1998 and the Equality Act 2010			
A senior member of the leadership team has been appointed as the DSL and a nominated deputy to carry out the role in their absence and they have the time and resources allocated to carry out their responsibilities			
The safeguarding lead and their deputy have received safeguarding and child protection training at the appropriate level on appointment and this training is updated every 2 years.			
Arrangements are in place to ensure staff can liaise with the safeguarding lead or their deputy at all times during school hours			
The school promotes a multi-agency approach to safeguarding and child protection in line with <i>Working together</i> and staff are able to attend child protection conferences and other multi-agency meetings as appropriate			
The school is represented on the Camden Safeguarding Children Partnership			
The school has taken steps to implement Operation Encompass and have a process for dealing with police notifications of domestic abuse incidents			
The curriculum offers opportunities for pupils to learn how to keep themselves safe, including online, and offers pupils guidance on healthy relationships in line with the new statutory duty to provide relationships and sex education.			
The school promotes positive behaviour and this is reflected in behaviour management strategies used; reasonable force and restraint is used only in line with legislation; use of any behaviour management strategy is			

tailored to the needs of the pupil and carefully monitored for effectiveness; efforts are made to reduce the use of physical intervention and restraint for vulnerable children.			
The school has effective policies for dealing with bullying and discrimination, including cyberbullying, sexting, upskirting and inappropriate language.			
The school has effective policies for dealing with sexual violence and sexual harassment between pupils			
There is a policy around dealing with allegations against staff and all staff are aware of the policy and know what action to take if they have concerns about another member of staff			
The school has a policy of openness and challenge and staff and pupils feel safe to raise concerns; there is a whistleblowing policy in place and all staff and pupils know who to contact if they are concerned that safeguarding issues are not being adequately dealt with by the school			
The school have taken steps to implement the Prevent duty and staff are aware of how to make appropriate referrals to Channel Panel			
The school has a child-on-child abuse policy dealing with children who harm other children and all staff are aware of what action to take under this policy			
The school seeks the views of pupils and parents with regard to safeguarding issues and all safeguarding and child protection policies are available on the school website;			
Staff knowledge and safeguarding practice			
All staff are inducted in safeguarding arrangements in the school and have received and read all relevant policies			
Staff are aware of the safeguarding culture of the school and their role in challenging inappropriate behaviour and language and being vigilant to child-on-child abuse			
All staff and trustees have received safeguarding and child protection training at the appropriate level on appointment and this training is updated every 3 years.			
All staff receive regular updates to safeguarding and child protection legislation via the DSL as required			
All staff are able to identify those children who may benefit from early help and are able to provide support within the school or make appropriate referrals to Camden's Early help service			
All staff are able to recognise the indicators of abuse and harm, can identify children who may be at risk of harm and those who may be vulnerable to harm including LGBT children, those with social workers, those with SEND			
All staff know what action to take to refer children appropriately to CSSW where there are concerns and make timely referrals and follow up referrals where it is thought the child's situation is not improving			

All staff are aware of their legal duty under the mandatory reporting rules for FGM and can make appropriate notifications to the police and CSSW in known cases of FGM			
All staff are aware of extra-familial harm and the indicators that a pupil may be at risk from harm within the community, particularly through criminal and sexual exploitation, and know what action to take to refer the pupil on for safeguarding			
All staff are aware of what actions to take when a child goes missing from education or does not attend and that missing episodes are monitored; all staff are aware of the link between going missing and safeguarding issues such as sexual exploitation, criminal behaviour, substance misuse and trafficking; there are procedures in place to notify Camden where a child is removed from the school roll in line with the local <i>Children missing from school</i> policy			
All staff are aware of how harm, abuse, neglect and trauma can impact on pupil's mental well-being and can recognise those pupils who need help with their mental health; all staff know what actions to take to signpost or refer pupils who need a mental health service.			
All staff are able to share information lawfully and appropriately and work jointly with partner agencies; parents are informed of concerns and actions taken unless this puts the pupil at further risk			
Records of concerns and referrals are up to date and timely and kept securely			
All staff receive regular supervision that enables them to raise safeguarding issues			
Risk assessments are routinely carried out to ensure the health and safety of pupils on site, on school trips and during work experience			
Pupils feel safe and are aware of how to raise concerns and complaints with a trusted adult			
Safer recruitment			
The school has a safer recruitment procedure that is in line with statutory requirements			
The school has a single central record providing details of when and by whom the following checks on candidates were taken out: <ul style="list-style-type: none"> · Identity checks · DBS/barred list checks · Prohibition from teaching/section 128 checks · Appropriate checks with overseas organisations where the candidate is from abroad · Checks to establish right to work in the UK · Professional qualifications check · Checks on individual's social media accounts 			
All staff and volunteers receive a thorough induction and senior leadership uses the school's <i>Induction Checklist</i> to ensure that all areas have been covered			

The school has a clear system in place in line with statutory requirements for volunteers or contractors coming into the school. Enhanced DBS checks are taken out on all staff members, volunteers and governors; barred list checks are also taken out on staff, volunteers and governors who are involved in regulated activity			
The co-heads of school or other member of the senior leadership team decides on whether or not volunteers, visitors or contractors require a DBS check and this decision is informed by a risk assessment; arrangements are put in place to supervise and oversee volunteers, visitors and contractors where a DBS check is not carried out and children are not left unsupervised with any individual who has not undergone a DBS check			
The school seeks written confirmation from agencies that these checks have been taken out on all agency and supply staff prior to appointment; all agency and supply staff are required to present proof of identity prior to beginning work			
A member of the governing board or senior leadership team involved in interviewing has completed an accredited safer recruitment training course			
Dealing with allegations against staff			
There is a named staff member with responsibility for liaising with the police and LADO for all staff subject to allegations, including supply staff			
Appropriate referrals are made to the DBS where staff cease to work at the school following investigation into allegations			
The school has a system in place to deal with low-level concerns about staff that do not reach the threshold to be dealt with under the allegations procedures and how to seek advice from the LADO where it is not clear if the threshold has been reached			

Review log:

July 2023

November 2023