

FOX WOOD SCHOOL



CHILD PROTECTION POLICY

Headteacher: Miss Lucinda Duffy

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Safeguarding Information Sheet

Safeguarding Team

Lianne Buchanan (DSL)	
Louise Messham (Deputy DSL)	
Lucinda Duffy (Head Teacher)	
Laura Simms (Pastoral Support Officer)	
Jade Ashton (Pupil Support Manager)	
Lyndsey Phillips (EYFS Lead)	

Safeguarding Governor

Trish Chapman

Important Contacts

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

Organisation	Contact Number
MASH	01925 443322 Option 1, then say MASH
Education Safeguarding Team	scie@warrington.gov.uk
Children with Disabilities Social Care Team	01925 443400
Children / Adult Social Care	01925 443322
Out of Hours Safeguarding team	01925 444400
LADO	01925 442079
NSPCC Whistle Blowing Advice Hotline	0808 800 5000
Concerns about FGM	999
Forced Marriage Unit	020 7008 0151
Local Prevent Officer – Andy McIntyre	01606 36 5239 0777 551 6940 prevent@cheshire.pnn.police.uk
Modern Slavery Helpline	08000 121 700 www.unseenuk.org
Crime Stoppers	0800 555 111

PHILOSOPHY

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

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

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

AIMS

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

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

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

ABUSE

There are four recognised categories of abuse:

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

POSSIBLE INDICATORS OF ABUSE AND NEGLECT

Signs and Symptoms

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.

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

1. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
 - I. Unexplained or inconsistently explained bruises and welts:
 - On face, lips, mouth (especially in both eyes; or on a non-ambulant child).
 - On torso, back, buttocks and thighs of differing ages.
 - Clustered, forming regular patterns.
 - Reflecting shape of article used to inflict.
 - On several different areas.
 - II. Unexplained burns:
 - Cigarette, especially on soles, palms, back or buttocks.
 - Immersion burns/scalds (sock-like, glove-like).
 - Patterned - electric iron, etc.
 - III. Unexplained fractures:
 - To skull, nose, facial structure, ribs.
 - In various stages of healing.
 - Multiple or spinal fractures.
 - IV. Unexplained lacerations or abrasions:
 - To mouth, lips, gums, eyes.
 - To external genitalia.
 - V. Behaviour Indicators:
 - Wary/watchful of adult contact.
 - Behavioural extremes, aggressive/withdrawn.
 - Afraid to go home.
 - Reports abuse.
2. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
 - I. Physical Indicators:

- Failure to thrive

II. Behavioural Indicators:

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

3. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or 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, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education. Staff must be aware of potential health needs that might arise following a sexual assault and should seek advice from the school Nursing Team.

I. Physical Indicators:

- Itching, soreness, discharge, bleeding
- Pain in passing urine, repeated urinary tract infections.
- Injuries to genital area.
- Faecal soiling, rectal bleeding.
- Sexual transmitted disease.
- Pregnancy (in teenagers, with unwillingness to name the father).
- Psychosomatic features, abdominal pain, headaches.
- Running away.

II. Behavioural Indicators:

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

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

I. Physical Indicators:

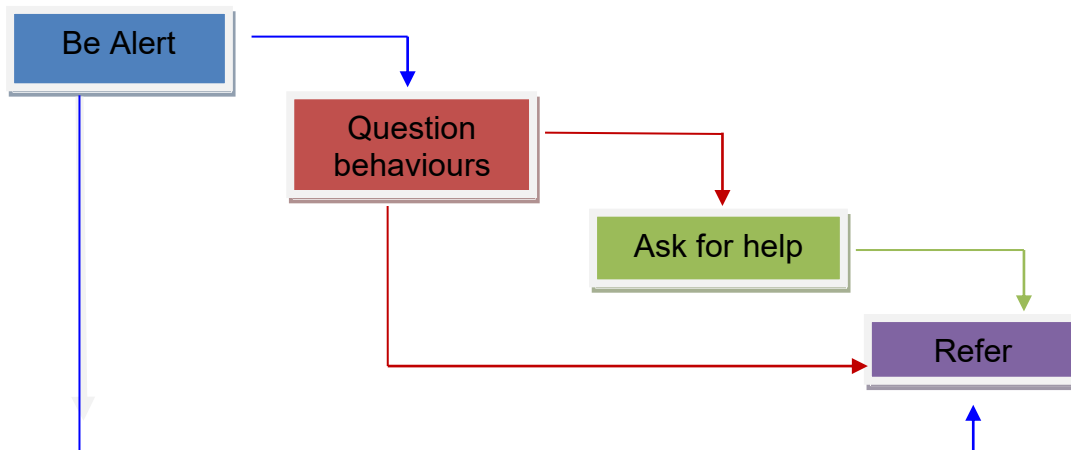
- Persistent hunger.
- Poor hygiene/inappropriate dress.
- Persistent lack of supervision.
- Unattended physical problems, medical needs.
- Abandonment.

II. Behavioural Indicators:

- Begging, stealing food, gorging.
- Fatigue.
- Attention seeking, poor school attainment.
- Unresponsive.

WHAT TO DO IF YOU HAVE CONCERNS

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



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

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

If a child reports that they are being abused and/or neglected, you should reassure them that they are being taken seriously and will be supported. Listen to them and reassure them that you will take action to keep them safe. It is important to maintain confidentiality, but you should not promise that you won't tell anyone, as you may need to do so in order to protect the child. Children and young people should never be made to feel ashamed or that they are creating a problem by reporting any type of abuse, sexual violence or sexual harassment.

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

If you believe that a child may be a child in need, or that a child is being harmed or is likely to be, a referral should be made immediately to children's social care. This referral can be made

by **any practitioner in exceptional circumstances**, such as an emergency or a genuine concern that appropriate action has not been taken. The number to contact is Children with Disabilities on 01925 443400. The referral will **usually** be made by a member of the Safeguarding Team.

PUPILS WITH A CHILD PROTECTION PLAN

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

CHILD PROTECTION DECISION MAKING MEETINGS

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

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

The DSL or Deputy DSL or Headteacher will attend Decision Making Meetings in order to share this information with other professionals. The child protection report will be e-mailed prior to the meeting, printed copies taken as requested and a copy shared with parents before the day of the meeting.

LOCAL SAFEGUARDING PARTNERSHIP

"Working Together to Safeguard Children" reflects changes in the law, including the Children and Social Work Act (2017). Safeguarding partners and child death review partner arrangements are in place. Locally, the three safeguarding partners (the local authority; health commissioners and the police) will make arrangements to work together with appropriate relevant agencies, including schools, to safeguard and promote the welfare of local children, including identifying and responding to their needs.

Keeping Children Safe in Education 2025 states that 'the three safeguarding partners should make arrangements to allow all schools and colleges in the local area to be fully engaged, involved and included in safeguarding arrangements.'

SAFEGUARDING CHILDREN IN EDUCATION TEAM (SCIE)

This team supports schools to safeguard vulnerable young people. They can be contacted for advice, information and support when dealing with safeguarding and child protection issues. The team complete an annual audit of our Safeguarding Procedures and Practices. The team email address is available on the staff room notice board.

It is clear that no single agency can ensure that pupils are achieving their outcomes, meaning that all agencies must work together to co-ordinate and deliver services to families. Schools have a pivotal role to play in multi-agency safeguarding arrangements in line with statutory guidance Working Together to Safeguard Children, which promotes integrated, multi-disciplinary working to support pupils and young people in achieving these outcomes.

EARLY HELP

Early Help is defined as support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. This means providing support as soon as it is needed. An early help assessment can be undertaken by any professional who should provide support to the child and family, act as an advocate and co-ordinate the delivery of support services. It is completed in partnership with the family and a range of organisations in order to create a package of support. Staff at Fox Wood may be required to support other agencies and professionals in an Early Help Assessment and the Pastoral Support Officer may, in some cases, act as the lead professional.

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

- Provide a framework for co-ordinated multi-disciplinary working to support children and young people in achieving the five outcomes.
- Focus on the early identification of children and young people with additional support needs and provide appropriate, timely and co-ordinated interventions.
- Minimise duplication in service delivery while maximising the efficiency of local resources.
- Promote a shared responsibility between all services working with children and young people to meet their needs.
- Create a common language and clear procedures for integrated working across all services.
- Recognise that children/young people and their families have differing levels of need and that services, from preventative through to child protection, should be developed to meet those needs.

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

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

An important element of safeguarding is for agencies to work together to safeguard and promote the welfare of children. This is in greater detail in 'Working Together to Safeguard Children' and "Keeping Children Safe in Education, 2025".

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

CHILD-ON-CHILD ABUSE

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

Staff are encouraged to maintain an attitude of "it could happen here". **There is a zero-tolerance approach to child-on-child abuse at Fox Wood School.** Staff will challenge any

inappropriate behaviour between children and young people and will not downplay this behaviour. Staff will seek advice from the DSL or a member of the Safeguarding Team if they have any concerns about child-on-child abuse.

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

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

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

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

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, sexually touching another, sexual violence, sexual harassment, upskirting, sexting (also known as youth produced sexual imagery).

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

RESPONSES

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

For the young person who has been harmed

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

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

For the young person who has displayed harmful behaviour

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

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

After care

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

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

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

- Behaviour
- Anti-bullying
- Positive Handling

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

RECORDING AND MONITORING

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

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

CPOMS is our software application for monitoring child protection, safeguarding and a range of pastoral and welfare issues. Working alongside the school's existing safeguarding processes, CPOMS helps with the management and recording of child protection and

safeguarding concerns. Every member of staff in school has an obligation to report any concerns which they may have in a clear and comprehensive manner. CPOMS allows them to record information in a central repository and have relevant people alerted immediately. The Safeguarding Team are able to build a chronology around a pupil, detail how concerns were followed up and resolved, notes of actions taken, decisions reached and the outcome. CPOMS records can be used to produce detailed reports for social care, Decision Making Meetings, Multi-Agency Safeguarding Hub (MASH), etc.

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

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

If a pupil leaves Fox Wood School, their Child Protection files must be transferred as soon as possible, and we must ensure secure transit and confirmation of receipt (Keeping Children Safe in Education 2025). If the receiving school also uses CPOMS, this information can be accessed by them electronically.

GOVERNORS

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

In line with Keeping Children Safe in Education 2025, Governors recognise that children must be kept safe if the school or college premises are being used for other activities. If services or activities are provided by the school or college, under direct supervision from staff, our own arrangements for child protection will apply. If another organisation is providing services or activities on the site, the governing body should ensure that appropriate safeguarding and child protection policies and procedures are in place. Keeping Children Safe in Education includes information on responding to allegations relating to incidents occurring when an individual or organisation uses a school's premises. As with all safeguarding allegations, school follows our safeguarding policies and procedures, including informing the Local Authority Designated Officer (LADO).

TRAINING

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

- The Child Protection Co-ordinator attends 1-day appropriate training annually and more frequently when changes of procedure require it, or appropriate training is provided.

- All staff, who are in contact with pupils receive training and information in child protection annually, and more frequently when changes in procedure require it. Updates are regularly provided.
- Anyone joining the school staff will be fully briefed in their induction regarding child protection and safeguarding procedures.
- Governors attend training and receive regular updates.
- Staff do not take photographs of pupils on their own devices

RECRUITMENT OF STAFF

Checks on staff alone will not prevent harm to children. However, checks on staff who work with pupils are part of the landscape of safe practice to ensure that children are kept safe and help to deter, reject or identify people who might abuse children. Schools need to have robust record keeping in place to demonstrate that the safeguarding of children is secure. Fox Wood follows the LA Vetting and Safe Recruitment Policy. All staff at Fox Wood have had an enhanced DBS which includes barred list information. All new teachers undergo a Prohibition Order check. This information is stored on the Single Central Record (SCR). School informs candidates and completes online searches as part of due diligence pre-recruitment checks on shortlisted candidates. The Headteacher, Deputy Headteacher, chair of governors and office manager have attended safer recruitment training.

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

ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

When an allegation is made against a member of staff (including supply staff and volunteers) to the Headteacher, suspension should not be automatic as this would be distressing for the accused person and disruptive for the school. The head should take account of the seriousness and plausibility of the allegation, the risk of harm to the pupil and the possibility of tampering with evidence, as well as the interests of the person concerned and of the school. Concerns about members of staff (including supply staff and volunteers) are made to the Headteacher (Keeping Children Safe in Education, 2025) and advice should be sought from the Local Authority Designated Officer (LADO). Concerns about the headteacher should be discussed with the Chair of Governors.

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

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

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

- Welfare of the child is paramount (Children Act 1989).
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work and be seen to work in an open and transparent way.

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

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

PASSING ON CONCERNS / WHISTLEBLOWING

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

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

TEACHING AND LEARNING STYLES

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

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

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

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

PROVISION FOR PUPILS IN EARLY YEARS FOUNDATION STAGE

At Fox Wood, we follow the EYFS statutory framework as this is mandatory for all early years settings. Child Protection issues, policy and procedures are applicable for all pupils at Fox Wood School.

RESOURCES

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

All staff have access to 'Keeping Children Safe in Education 2025' and 'Guidance for Safer Working Practice those working with children and young people' (a copy of each is available on CPOMS). All staff have access to the Child Protection Policy and the Safeguarding Policy and read other pertinent policies annually. They then sign to say they have read and understood the policies and information provided.

ICT PROVISION

Online Safety

We have a whole school approach to Online Safety. We participate in Online Safety Training, Safer Internet Day and Online Safety is directly taught to pupils, including how to be safe on the Internet. We also provide regular information for our parents about Online Safety. No pupil accesses the Internet in school using a personal mobile device.

Internet Use

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

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

Filtering and Monitoring

We have Smoothwall as part of our managed service from Universal Technologies Limited (UTL) and follow all recommendations which address the current legislation for appropriate filtering and monitoring on school devices and networks, to meet the cyber security standards. UTL implement the advised proxy and DNS settings. Staff are made aware of how the web filtering service works during our safeguarding training. Staff exercise care when planning lessons using the Internet and pupils are not left unsupervised when using the Internet. The school procedure is that if a pupil accesses inappropriate material, staff report this to a

member of the Safeguarding Team and log the exact details in their classroom ICT log. The Safeguarding Team will then notify UTL who will use the information recorded to block the material. We also have Securus as an extra layer of security which takes screenshots of material accessed which includes words from the pre-determined risk database. The screenshots are sent directly to the DSL and Office Manager for review and action as appropriate.

Photography, Videos and other Creative Arts

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

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

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

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

CROSS CURRICULAR LINKS

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

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

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

EQUAL OPPORTUNITIES

In our policy and practice, there is no discrimination.

HOME – SCHOOL LIAISON

The school should help parents to understand its responsibility for the welfare of all pupils. Parents have been made aware that the school has a Child Protection Policy, by reference in the school prospectus and it is on the school website and it states the fact that we may refer cases to other agencies. Parents have no right to information contained in school records

which relate to child abuse. However, all factual information will be required in any subsequent Decision Making Meetings or court proceedings which may be attended by the parent of the child.

ELECTIVE HOME EDUCATION

Although many children have positive experiences of home education, for some children it means they are less visible to services that are there to keep them safe and supported. If a parent or carer expresses their intention to educate a child at home, the local authority, school and other key professionals should work together to coordinate a meeting with the parent or carer. This is particularly important for our pupils who all have special educational needs and disabilities (SEND).

REVIEW

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

REFERENCES

Child Protection Training for School Staff – Warrington Safeguarding Partnerships

Child Protection Resources – Warrington Safeguarding Partnerships

Inspecting Safeguarding – OFSTED

www.warrington.gov.uk (for local arrangements)

Working Together to Safeguard Children 2023 (No new update for 2025 at time of writing policy)

Keeping Children Safe in Education 2025

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



Professional Contribution to Decision Making Meetings

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

Date of Decision Making Meeting	
Report Completed by:	
Agency	

The following are key to a good report:

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

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

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

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

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

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

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

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

STAFF CODE OF CONDUCT



1) Our Vision

At Fox Wood staff have a clear shared purpose. This is first and foremost to protect and care for our pupils, and all in our school and college community, whilst ensuring that they have the very best life and learning opportunities possible. Fox Wood staff have adopted the ethos that 'Together We Shine' and as a school and college we continuously strive to improve the experiences and opportunities that our pupils – and their families – have on a daily basis. Our aim is that Fox Wood will be outstanding in all areas, and recognised as such within the wider SEND and local community, and Fox Wood staff are committed to working tirelessly to achieve and maintain this objective.

As a staff team our Aims are:

- To create a happy and secure personalised learning environment and curriculum rich in stimulation, challenge and possibility.
- To ensure all members of the school and college community can grow in self-esteem and develop to their full potential.
- To provide pupils with an education that will equip them for the world beyond the classroom, and to proactively assist in the development of a community that will welcome and value them.
- To develop pupils' communication and interaction skills enabling them to make positive relationships and communicate decisions giving them more control over their lives.
- To develop greater opportunities to work in partnership with all stakeholders, with the shared goal of maximising and enhancing potential through a holistic and united approach.

2) Rationale for the Staff Code of Conduct

This Code of Conduct is designed to give clear guidance on the standards of behaviour all employees of Fox Wood are expected to observe. Our employees are expected to be role models and are in a unique position of influence – they must therefore adhere to behaviour that sets a good example to all the pupils/students within our school and college. As a member of the Fox Wood school and college community, each employee has an individual responsibility to maintain their reputation and the reputation of Fox Wood, whether inside or outside working hours. Every member of Fox Wood staff should maintain public trust and confidence in our school and college by demonstrating honesty, integrity, reasonable standards of behaviour (inside and outside of school and college), and maintaining confidentiality. However, staff have an obligation to share with their manager, or the Designated Safeguarding Lead (or a member of the Safeguarding Team in the DSL's absence) any information which gives rise to concern about the safety or wellbeing of a pupil.

Staff must never promise a pupil – or parent – that they will not act on information that they are told (or actions that they witness) if it compromises safety.

This code of conduct will be revisited annually, and all staff will be expected to read and sign it every September. Signing will indicate that staff have a good understanding of what is expected of them as Fox Wood employees, and that they will follow these expectations in their conduct. All new staff to Fox Wood and Woolston Sixth Form College (employed by Fox Wood) will be required to discuss this as part of their induction, and will be required to sign to say that they have read and understood the expectations contained within.

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

This code of conduct should be read in conjunction with all relevant School and College policies, particularly those relating to Safeguarding and Child Protection. Safeguarding and Child Protection are at the forefront of everything that we do because the welfare of all of our pupils is paramount and it is critical that all Fox Wood employees are aware of the nature of child abuse, and the procedures for dealing with potential cases.

3) General Conduct

- Concerns about a particular pupil should be reported immediately to the Designated Senior Lead for safeguarding (Lianne Buchanan).
- Adults need to be prudent about their own conduct and vigilant about the conduct of others. The Whistleblowing Procedure should be followed if there are any concerns with regard to conduct and any concerns reported in writing to the Headteacher.
- Adults should ensure that what is normal and natural physical contact does not become unnecessary and unjustified. All pupils have a right to safety, dignity and privacy when contact of an intimate nature is required. More detail is in our Intimate Care Policy.
- All staff should ensure that they avoid the use of insulting words when disciplining pupils. Unprofessional personal comments about anyone must not be used. Any sanctions should be in accordance with the School and College Behaviour Policies, and any concerns regarding the escalation of a pupils' behaviour should be discussed with Jade Ashton, Pupil Support Manager, at the earliest opportunity.
- Only staff who have been trained in Team Teach are permitted to use the physical intervention element. However, it should be noted, staff who have not been trained in Team Teach have a duty of care to take reasonable appropriate action in response to a situation. All staff must read IBPs of pupils they are working directly with, and it is the responsibility of the member of staff to request these at the earliest possible opportunity.
- Any form of physical punishment of pupils is unlawful and will not be tolerated.
- Staff should never use their position of trust to intimidate, threaten, coerce or undermine.
- Staff should never allow a pupil to be treated badly or unsafely; including pretending not to know something is happening or failing to report an incident that has occurred.
- Staff should apply the same professional standards regardless of gender, disability, race, age or sexuality.

- Staff should not treat pupils unfairly – including by demonstrating favouritism for another pupil.
- Staff should not use/share confidential or personal information about a pupil or his/her family unless permission has been gained.
- Staff should not discuss school related issues outside of school, or engage in related gossip.
- Staff should not name or refer to pupils or families outside of school
- Dress and appearance should be smart, practical and comfortable and should be appropriate for the tasks you undertake, to ensure your safety and the safety of others.
- Jeans are not appropriate wear for normal day to day duties. They may be worn when accompanying pupils on a planned off-site visit or residential if practical and appropriate. Staff may wear jeans on non-uniform days and inset/training days held on site and should follow the dress code regulations (if applicable) when attending external training.
- Staff will ensure that the policy regarding photographs of pupils is adhered to.
- Staff sign the school acceptable use of ICT policy and must adhere to this.
- Staff must inform the Headteacher if they commit an offence that will be recorded on their DBS. Failure to do this can lead to dismissal.
- Staff will use their fob to gain access/leave the building. Lost fobs must be reported so they can be deleted from the system.
- Staff should present themselves for work free from any impairment due to drugs, alcohol or other substance.
- Smoking including use of E-cigarettes is prohibited in or outside of the school and college buildings, and on the Woolston Learning Village in its entirety.
- Staff must not act in a manner liable to place pupils, colleagues or themselves at risk. The school's Health Safety and Welfare Policy and procedures must be followed.
- Staff should respect the rights and dignity of others and treat everyone fairly and with respect. The school condemns all forms of inappropriate behaviour such as bullying, harassment and victimisation.
- Staff must declare to the Headteacher any financial or nonfinancial interests that could bring about conflicts with the school's interests, including other employment.
- The school name or school letter headed stationery should be used for appropriate school business only. As such, use of the school name or school letter headed stationery should **not** be used for personal business or where personal gain would result.
- School property should be used and stored correctly. Any breakages are to be reported.
- All staff have a copy of the school Health and Safety Handbook.
- All staff must ensure that they read, and follow, Risk Assessments and new procedures in light of changing guidance and Covid19. They must also share in the responsibility of flagging up any Health and Safety concerns to the Senior Leadership Team (via Louise Messham, Assistant Head, in the first instance where possible), and working as part of a team to try and address these in the safest and most positive ways possible.

This code reflects the Code of Conduct for Council Employees which is part of employee's terms and conditions of employment. By signing this you are evidencing that you have read and understood the contents, and that you will ensure that your practice and personal conduct falls within Fox Wood expectations. Should you not understand, or should you disagree with, any of the above you should speak directly to the Headteacher before signing it. It is the

responsibility of each member of staff to ensure that this is signed and returned to Allison Wright by 1.30pm on Friday 4th September at the latest.

4) Consequences of breaching the Code of Conduct

Staff should be aware that failure to comply with this Code of Conduct could result in disciplinary action including, but not limited to, dismissal.

Staff are also reminded that this Code of Conduct is not exhaustive. The primary responsibility of the Governors and Headteacher is towards the welfare of all of our pupils, and all of our staff. Individuals are encouraged to take a common-sense approach towards their conduct. Any staff member who has a concern or is unsure about an event that has arisen should discuss the matter with a member of the Senior Leadership Team, or the Chair of Governors, as soon as possible.

I hereby confirm that I have read, understood and agree to comply with the Staff Code of Conduct. I understand also that it is my responsibility to sign and return this document to the School Office Manager (Allison Wright), and to retain a copy for my own records and to refer to as required.

Name:

Signature:

Date:

CODE OF CONDUCT FOR VOLUNTEERS

STUDENTS & WORK EXPERIENCE

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

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

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

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