# FOX WOOD SCHOOL

# SAFEGUARDING POLICY

Headteacher: Miss Lucinda Duffy

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Adopted by the Governing Body:
Date: September 2026

Review Date: September 2027

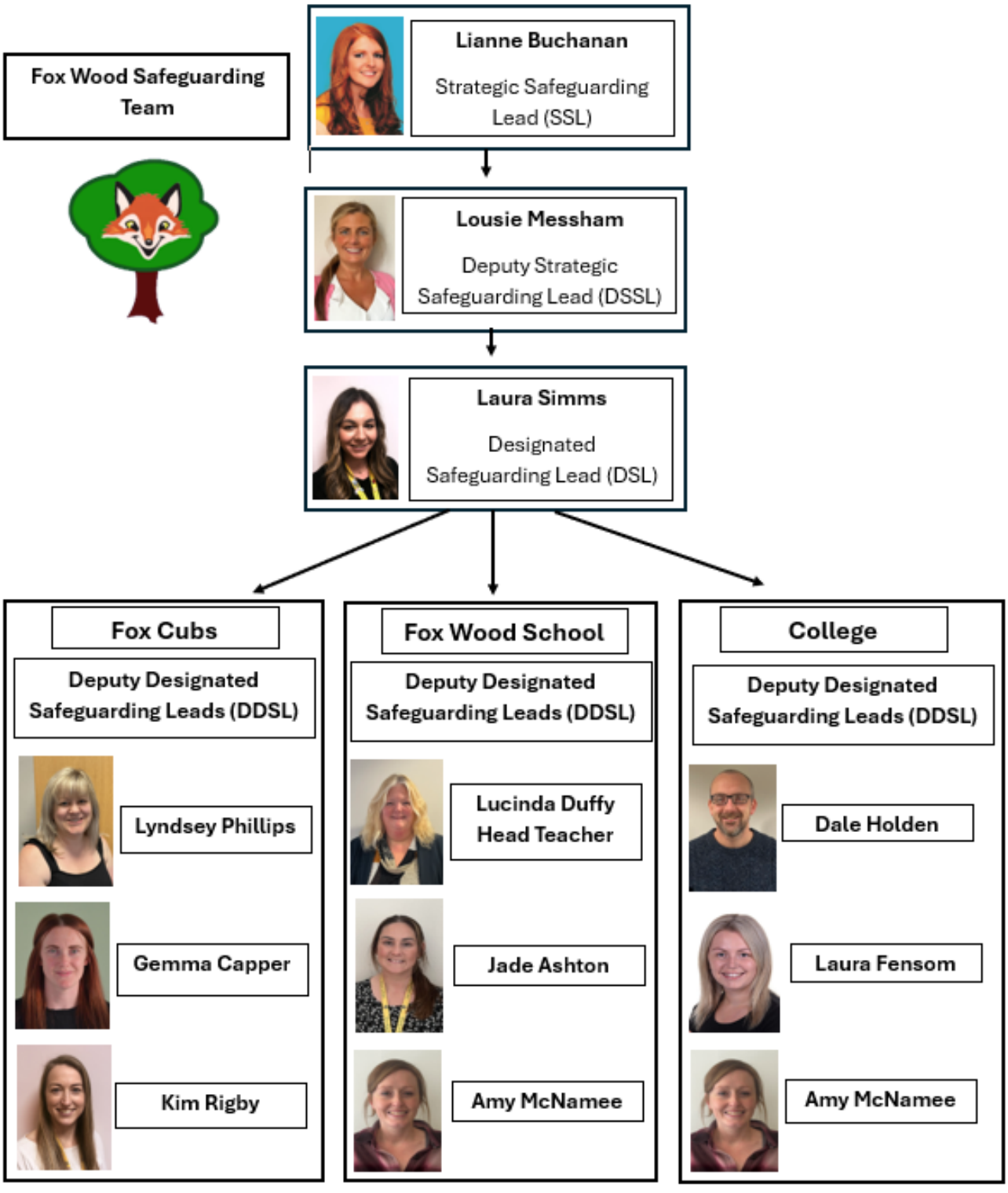
## CONTENTS PAGE


| Contents | Page Number |
|---|---|
| Safeguarding Team | 4 |
| Safeguarding Governor | 4 |
| Important Contacts | 5 |
| Introduction | 5 |
| Safeguarding Pupils Statement | 6 |
| Early Help and Family Help | 7 |
| Child Protection | 8 |
| Looked After Children and previously looked after children | 8 |
| The role of the Designated Safeguarding Lead (DSL) and Deputy DSL | 9 |
| Governors | 10 |
| Role description for the safeguarding governor | 10 |
| Information sharing | 11 |
| Code of conduct | 12 |
| Allegations against staff | 12 |
| Whistle blowing | 13 |
| Safer recruitment and vetting | 14 |
| Disclosure and barring scheme (DBS) | 14 |
| Potential prohibition on SCR and Disqualification by association | 14 |
| The health, safety and welfare policy | 15 |
| Pupils with Medical Conditions and Allergies | 15 |
| Contractors | 15 |
| Volunteers | 15 |
| Child on child abuse | 16 |
| Bullying | 17 |
| Sexual violence and sexual harassment | 17 |
| Positive handing /Behaviour Management | 17 |
| Children potentially at greater risk of harm | 18 |
| Children requiring mental health support | 18 |
| Children Questioning Their Gender | 18 |
| Young Carers | 19 |
| Monitoring attendance and children who are absent from education | 19 |
| Site security | 20 |
| Curriculum | 21 |
| Education visits | 21 |
| Online safety | 21 |
| Use of images | 22 |
| Fire safety | 23 |
| First Aid | 23 |
| Contextual safeguarding | 23 |
| Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)<br>- Who is at risk<br>- Warning Signs and Vulnerabilities Checklist<br>- Consent?<br>- What to do if you are concerned about a child | 24<br>24<br>24<br>25<br>26 |
| Serious Violence | 26 |
| Domestic Violence | 27 |
| Sexting | 27 |
| Sextortion | 27 |
| Honour based abuse (HBA) | 28 |

| | |
|---|---|
| Female Genital Mutilation (FGM)<br>- Key points<br>- Reasons for this cultural practice include<br>- Risk Factors Include<br>- High Risk Time: Be aware<br>- Post- FGM Symptoms<br>- Longer Term Problems include | 28<br>28<br>28<br>29<br>29<br>29 |
| Virginity Testing and Hymenoplasty | 29 |
| Forced Marriage<br>- The 'One Chance' Rule<br>- Potential warning signs or indications that a child is at risk of Forced Marriage<br>- What to do if staff have concerns | 30<br>31<br>31<br>31 |
| Radicalisation and violent extremism<br>- Extremism<br>- Radicalisation<br>- Indicators of vulnerability include<br>- More critical risk factor could include<br>- What action should be taken if there are concerns?<br>- Important contact information | 31<br>31<br>32<br>33<br>33<br>33 |
| Private fostering<br>- Who may be privately fostered?<br>- Children who are trafficked into the UK<br>- What to do if you are aware of private fostering arrangements<br>- Signs to look out for<br>- What school can do | 33<br>34<br>34<br>35<br>35 |
| Modern Slavery and Human Trafficking<br>- Types of human trafficking<br>- Sexual exploitation<br>- Forced labour<br>- Domestic Servitude<br>- Organ harvesting<br>- Child exploitation<br>- What can we do if we suspect a child has been trafficked<br>- How to report suspected crimes of modern slavery | 35<br>36<br>36<br>37<br>37<br>37<br>37<br>38 |
| Safeguarding training log | 38 |
| Appendix A - Fox Wood School visiting professional protocol | 40 |
| Appendix B - Keeping Children Safe in Education - Flow Chart | 42 |
| Appendix C - Fox Wood School - Flow Chart | 43 |

## Safeguarding Information Sheet

### Safeguarding Team




### Safeguarding Governor

Graeme Nixon

**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 Whistleblowing Advice Hotline** | 0808 800 5000 |
| **Concerns about FGM** | 999 |
| **Forced Marriage Unit** | 020 7008 0151 |
| **Local Prevent Officer – Andy Mcintyre** | 01606 36 5239<br>0777 551 6940<br>prevent@cheshire.pnn.police.uk |
| Modern Slavery Helpline | 08000 121 700<br>www.unseenuk.org |
| Crime Stoppers | 0800 555 111 |
| Safeguarding Governor Graeme Nixon | Foxwood_School@sch.warrington.gov.uk<br>written FAO Graeme Nixon |

## Introduction

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.

Safeguarding and promoting the welfare of children is defined as:

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

(Keeping Children Safe in Education 2026).

"Keeping Children Safe in Education 2026" is the latest statutory guidance from the Department of Education under Section 175 of the Education Act 2002. The Children Act 1989 allocates duties to Local Authority, Courts, parents and other agencies in the UK, to ensure children are safeguarded and their welfare is paramount. The Children Act 2004 amended the Children Act 1989, largely as a consequence of the Victoria Climbiè enquiry. The act brought together all government functions of children's welfare and education under the statutory authority of local Directors of Children's Services.

The Equality Act 2010 and Public Sector Equality Duty (PSED) is fully adhered to and reminds us that school:

- Must not unlawfully discriminate against pupils because of their protected characteristics, including LGBTQ+
- Must consider how we support pupils with protected characteristics

- Must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.

At Fox Wood, we take a child-centred approach to safeguarding, and this policy recognises the additional vulnerability of all pupils who attend Fox Wood School due to their learning and communication difficulties. All of our pupils have SEND (Special Educational Needs and Disabilities) and due to their difficulties in communicating, staff need to be aware that changes in behaviour, changes in mood may present as a result of a safeguarding issue/concern and not necessarily as part of their disability. Fox Wood creates a culture where pupils can speak out or share concerns with staff members.

Fox Wood School has a Safeguarding Team which is led by the Designated Safeguarding Lead (DSL). The Safeguarding Team includes all members of the Senior Leadership Team and Pastoral Support Officers. An audit of Safeguarding Practice is undertaken regularly and shared with Governors. Our most recent Section 175 audit was carried out by Warrington Borough Council in June 2026.

## Safeguarding Pupils Statement

At Fox Wood the health and safety of our pupils is of paramount importance. Parents/carers send their children to school each day with the expectation that school provides a secure environment in which their child can flourish. Fox Wood therefore has to ensure that this expectation becomes reality. In order to do this a wide range of measures are in place and our aim is to create a culture of vigilance.

Staff receive safeguarding training on a yearly basis and at regular intervals throughout the year. The suite of safeguarding policies is available on the network via CPOMS and staff read them on an annual basis. Safeguarding is a standard agenda item on all meetings and in full staff meetings we inform staff of any safeguarding updates.

If staff have concerns with regards to the way their safeguarding concern is being handled, they can contact Children's Social Care (01925 443322).

Visiting professionals are informed of what to do if they have a safeguarding concern and are invited to appropriate training.

For our pupils who are over the age of 18, staff will contact Adult Social Care when reporting concerns. Fox Wood School has a specific 'Adult Safeguarding Policy' which is followed for all pupils over the age of 18. School and college staff are particularly important as they are in a position to identify concerns early, provide help and prevent concerns from escalating.

The Safeguarding Team meets weekly and comprises all members of the Senior Leadership Team (SLT) and the Pastoral Support Officer. The Pastoral Support Officers produce a weekly summary of safeguarding concerns which is discussed by all the Safeguarding Team. The Designated Safeguarding Lead (DSL) at Fox Wood is Laura Simms, and the Deputy DSL's for each site are listed above (page 4). The member of staff with overarching responsibility for child welfare at school is Lucinda Duffy (Headteacher),

whilst Lianne Buchanan and Louise Messham provide strategic oversight of all safeguarding concerns. If Family Help is appropriate, in consultation with the DSL, the Pastoral Support Officers liaise with other agencies and sets up an interagency assessment as appropriate (Think Family Assessment). If this is appropriate, the case should be kept under constant review and consideration given to a referral to social care if the child's situation does not appear to be improving.

**Early Help and Family Help**

Fox Wood School recognises that safeguarding is not limited to responding to significant harm. Providing help and support as soon as difficulties emerge is essential in promoting the welfare, safety and wellbeing of children and young people. Support before statutory intervention may include universal services, community-based early help and targeted family help, depending upon the level of need identified.

As a SEND school, we recognise that our pupils may experience additional vulnerabilities due to communication difficulties, learning disabilities, complex health needs, sensory needs, social isolation, family circumstances or increased dependence upon adults for support. These factors may make it more difficult for pupils to communicate concerns or for difficulties to be identified at an early stage. Staff therefore remain vigilant to changes in behaviour, presentation, attendance, emotional wellbeing and family circumstances.

All staff have a responsibility to identify children who may benefit from support and report concerns promptly to the Designated Safeguarding Lead (DSL) or a Deputy DSL. Staff should maintain professional curiosity and consider whether unmet needs may be impacting upon a child's welfare, development or educational progress.

The DSL, supported by the Pastoral Support Officers, will coordinate the school's contribution to Family Help and Early Help processes. This may include liaising with parents/carers, health professionals, Children's Social Care, education services and other partner agencies to develop coordinated support plans for children and families. At Fox Wood this may include the use of Think Family Assessments or any subsequent local authority Family Help assessment framework.

Where a child's needs increase, safeguarding concerns escalate, or support is not improving outcomes, the DSL will consider whether a referral to Children's Social Care under Section 17 (Child in Need) or Section 47 (Child Protection) is required. All cases will be regularly reviewed and monitored to ensure that the appropriate level of support is in place and that the child's welfare remains paramount.

Fox Wood School recognises that effective safeguarding requires strong partnership working with families wherever appropriate and safe to do so. The school will work collaboratively with parents, carers and external agencies to ensure children receive the right help at the right time

## Child Protection

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-disciplinary collaboration.

As a result of their day-to-day interaction teachers and teaching assistants are well placed to observe outward signs of abuse, changes in behaviour and failure to develop or thrive. Such signs may give rise to suspicion, but no more. They are not proof in themselves that abuse has occurred – but staff should be alert to signs. Staff should not ask leading questions to pupils with regards to child protection concerns and written records of concerns/observations must be recorded.

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. 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 and can produce reports for Case Conferences, Governors etc.

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

The Designated Safeguarding Lead is Laura Simms (Family Support Team Manager). If the DSL is not available, then the Deputy DSL's (listed on page 4) or any member of the Safeguarding Team should be informed of any concerns.

All child protection enquiries are referred to the Multi-Agency Safeguarding Hub (MASH). They will decide the next step. If the case is not already open to a social work team and is a request for social work services, the call will be directed to the Duty and Assessment Team. A Social Care Advisor will then collate information and undertake checks where appropriate. A strategy meeting will be held if it is believed that abuse has happened or might happen, this will decide if a Child Protection Enquiry is necessary.

More information can be found in the Child Protection Policy. This policy is complemented and supported by other school policies and practices e.g. PSHCE Guidance, Safer Recruitment, Whistleblowing, etc.

## Looked After Children and Previously Looked After Children/Children in Care (CiC)

A child who is being looked after by their Local Authority is known in Warrington as a Child in Care (CiC). They might be living:

- with foster parents
- at home with their parents under the supervision of social services
- in residential children's homes

- other residential settings like schools or secure units

They might have been placed in care voluntarily by parents struggling to cope or, children's services may have intervened because a child was at significant risk of harm.

It is important to provide a secure, caring environment which can help these children overcome their early life experiences. It is also important that children in care are given the best chances in life. They also need help to develop strong, trusting and stable relationships with their carers, teachers, social workers and other professionals.

A previously looked after child potentially remains vulnerable and all staff should have the knowledge to keep previously CiC safe. All agencies should work together and prompt action taken on concerns to safeguard these children, who are a particularly vulnerable group.

At Fox Wood, CiC and previously CiC are discussed at every Safeguarding Team meeting, and their progress is closely monitored throughout the year.

The Designated Teacher for Children in Care is Mrs Lianne Buchanan. The Virtual School Head now has non-statutory oversight of attendance, attainment and progress for Children in Care.

**The role of the Designated Safeguarding Lead (DSL) and Deputy DSL**

- The Governing body appointed an appropriate senior member of staff, from the leadership team to the role of Designated Safeguarding Lead (DSL). The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection. Fox Wood School also has several Deputy Designated Safeguarding Leads.
- Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains the Designated Safeguarding Lead.
- The Designated Safeguarding Lead and the Deputy liaise with the safeguarding partners and other agencies in line with Working Together to Safeguard Children and follow the guidance issued by the NSPCC- When to call the police
- During term time, the Designated Safeguarding Lead and/ or a Deputy is always available (during school hours) for staff to discuss any safeguarding concerns.
- If the DSL is not present due to sickness, training, educational visits and/or other absences, the Deputy DSLs will take their place, school also have 2 Strategic Safeguarding Leads who can support both the DSL and Deputy DSL's in these instances.
- The Designated Safeguarding Lead and the Deputy undergo training to provide them with the knowledge and skills required to carry out the role. The training is updated at least annually.
- In addition to formal training, as set out above, knowledge and skills are updated (for example via e-mail, meeting other Designated Safeguarding Leads, or taking time to read and digest safeguarding developments) at regular intervals, but at least annually, to keep up with any developments relevant to their role.
- Lianne Buchanan and Louise Messham, act as Strategic Safeguarding Leads to provide support and advice to the DSL. They also have managerial oversight of all safeguarding concerns

## Governors

Section 175 of the Education Act 2002 requires governing bodies of maintained schools to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Governors attend initial training and have further training at regular intervals to ensure that they have regard to the guidance set out in Keeping Children Safe in Education 2026, ensuring that policies, procedures and training are effective and comply with the law at all times and ensure that appropriate action will be taken in a timely manner to safeguard and promote children's welfare.

Governors ensure that there is an effective Child Protection Policy and other policies that include the acceptable use of technologies, staff/pupil relationships and communications including the use of social media. This information is in the Staff Code of Conduct and Online Safety Policy. Governors also ensure that policies and procedures include appropriate safeguarding responses to children who go missing from education and inter-agency safeguarding protocol set up by the Local Safeguarding Children's Board.

Governors receive assurance that appropriate filtering and monitoring systems are in place, are regularly reviewed and are effective in safeguarding pupils from harmful online content whilst supporting teaching and learning.

The DSL and Deputy DSL meet half termly with the Safeguarding governor, Graeme Nixon for safeguarding update meetings.

The DSL provides regular safeguarding reports to governors.

## Role Description for the Safeguarding Governor

The governor responsible for safeguarding children plays an essential role in ensuring pupils in this school are kept safe from harm. The safeguarding governor plays an important role in ensuring oversight and scrutiny of safeguarding policy, procedure and practice on behalf of the full governing body. It is recognised that Governors are volunteers and generously give of their time, interest and expertise to the ultimate benefit of children in our schools, but it should not be underestimated that their role is that of a 'senior manager' of a school with accountability befitting such a significant responsibility.

The role of Nominated Governor for Safeguarding is to:

- Act as a 'critical friend' to the school, in order to ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities are met.
- Monitor appropriate policies, including the child protection, safeguarding and whistleblowing policies.
- Ensure there is a suitably qualified, trained and supported Designated Safeguarding Lead (DSL) who has responsibility for responding to and overseeing safeguarding issues.

- Ensure there is a suitably qualified, trained and supported Deputy Designated Safeguarding Lead who has responsibility for responding to and overseeing safeguarding issues as agreed reasonable to be delegated by the DSL.
- Ensure that the DSL adequately supervises and supports the work, development and wellbeing of the Deputy Safeguarding Lead and any other individual to whom they may delegate additional safeguarding responsibilities in order that there exist clear lines of accountability.
- Ensure there is a robust system for recording, storing and reviewing child welfare concerns.
- Liaise with the head about general child protection and broader safeguarding issues within the school and as such be able to provide reports to the governing body in respect of themes and issues within the school/locality to enable adequate oversight, understanding and development of solutions.
- Ensure that school staff training is up to date.
- Ensure that all staff and adults in school have access to the school's policy and procedures with regard to Safeguarding Children.
- Attend Basic Awareness Safeguarding training every 3 years and other training as appropriate to the role and relevant to issues within the school/locality
- Ensure other governors attend appropriate safeguarding training.
- Ensure appropriate members of the governing body complete training in respect of allegations against staff and volunteers.
- Ensure at least one governor on the recruitment and selection panel for staff has successfully completed accredited Safer Recruitment training.
- Ensure interview panels are convened appropriately and safer recruitment practices are followed.
- Have oversight of the single central record and ensure it is up to date and maintained in line with guidance.
- Ensure the voice of pupils is truly heard and appropriately acknowledged.
- Ensure that parents, carers and pupils are aware of Safeguarding policies and procedures and how they can raise safety concerns.
- Ensure the school constantly review and consider their curriculum in order that key safeguarding 'messages and lessons' run throughout.
- Ensure school does not operate in isolation and have an awareness of agencies available to support children and families
- Ensure the safeguarding agenda is embedded in the ethos of the school, and is a standard agenda item on governor meetings.
- Monitor progress against any outstanding actions on the governing body safeguarding audit tool and other local authority review(s).
- Oversee an annual report to the full governing body to include, amongst other relevant items, detail pertaining to training, issues, contribution to multi-agency meetings and good practice.

## Information Sharing

The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. The guidance says, ' the General

Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.'

'Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk."

## Code of Conduct

In recent years concern has been raised about the potential vulnerability of adults working with children and young people. The document "Guidance for the Safe Working Practice for the Protection of Children and Staff in Educational Settings" seeks to ensure that the duty to promote and safeguard the wellbeing of children is achieved, in this context, by raising awareness of illegal, unsafe and inappropriate behaviour. A copy of this document is available on CPOMS and has been discussed with staff and is read by all annually. This is of particular importance when staff are involved in the personal care of our pupils.

A Staff Code of Conduct is in place and has been signed by all staff. A Code of Conduct is shared with volunteers and students and this is signed and a copy kept. We also have Enhanced Disclosure and Barring Service (DBS) information and two references for our volunteers. There is also a Protocol for Visiting Professionals which is given on arrival at school (Appendix A).

## Allegations against Staff

When an allegation is made against a member of staff, including supply teachers/TA's, other staff, volunteers and contractors, suspension should not be automatic as this would be distressing for the accused person and disruptive for the school. The Headteacher should take account of the seriousness and plausibility of the allegation, the risk of harm to the pupil(s) and the possibility of tampering with evidence, as well as the interests of the person concerned and of the school. The school follows the guidance set out in the Whistleblowing Policy.

If there is a concern about the Headteacher, this should be raised with the Chair of Governors (Graeme Nixon). Contact details can be requested from the school Office Manager, Allison Wright.

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 are not permitted to use their mobile phones in school unless in the staff room or a senior leadership office where no pupils are present.
- Staff should discuss and/or take advice promptly from their line manager or other 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 responsibility to safeguard children and young people.
- Staff who are subject to an allegation are advised to contact their professional association
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

  Concerns that meet the harm threshold require a referral to the Local Authority Designated Officer (LADO)

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

A low-level concern is any concern that an adult has acted in a way that:
• is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
• does not meet the allegations threshold or is not considered serious enough to refer to the LADO.

Examples of low-level concerns could include:
• being over friendly with children
• having favourites
• taking photographs of children on their mobile phone
• engaging with a child one-to-one in a secluded area or behind a closed door
• using inappropriate sexualised, intimidating or offensive language.

**Sharing concerns**
Low-level concerns should be reported to the Headteacher or Deputy Headteacher (DSL), following the Low Level Concern Policy. Staff should self-refer if they have found themselves in a situation which might be misinterpreted, or they have behaved in a way that falls below professional standards.

**Recording concerns**
The Headteacher or Deputy Headteacher (DSL) should record all low-level concerns. Records should include the details of the concern, how the concern arose and the actions taken. Records should be reviewed so that patterns of concerning behaviour can be recognised and appropriate action can be taken.

**Whistleblowing**

This is when someone raises a concern about a dangerous or illegal activity or any wrong doing.

Staff should acknowledge their individual responsibilities to bring matters of concern in writing to the attention of the Headteacher. Further information is to be found in the Whistleblowing Policy and the Local Authority's Whistleblowing Procedure.

If staff are not happy with the response they receive from a member of SLT they can contact the Education Safeguarding Team, as detailed on the staff notice board.

The NSPCC runs a Whistleblowing Advice Line which offers free advice and support to professionals with concern about how child protection issues are being handled in their own organisation – 0808 800 5000.

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

If allegations are made, contact should be made and advice sought from the Local Authority Designated Officer (LADO)

## Safe Recruiting and Vetting

Checks on staff who work with children are part of the landscape of safe practice to ensure that pupils are kept safe. At Fox Wood we have a robust Single Central Record (SCR) of full checks on staff, and we follow the Local Authority's Safe Recruiting and Vetting Policy.

The Headteacher, Deputy Headteacher, College Lead, Chair of Governors and the Office Manager undertake regular training in safer recruitment and they complete online searches as part of due diligence checks on shortlisted candidates.

## Disclosure and Barring scheme (DBS)

The DBS is responsible for administering three types of checks:

- Standard – a check of the Police National Computer (PNC) record of convictions, reprimands and warnings
- Enhanced – a check of the PNC as above, plus other information held by police that is considered relevant. At Fox Wood, all of our staff have this.
- Enhanced Plus, which will automatically include barred list information – for people in regulated activity with children.

## Potential Prohibition Orders on SCR and Disqualification by Association

All new teachers to the school undergo a prohibition order check. This is done as part of the pre-employment checking process and a record is kept on the school's single central record (SCR). This is done via www.education.gov.uk/help/contactus/nctl . All of our teachers have had this check completed. Teachers are also checked against the European Economic Area Sanctions.

From September 2018 we no longer have to ask staff questions about cautions or convictions of someone living in their household, as the DfE removed Disqualification by Association for school staff working with children under the age of 8. This now applies only to "work in domestic premises".

## The Health, Safety and Welfare Policy

The Governing Body in conjunction with information and procedures identified in the Local Authority Health and Safety Manual is responsible for setting out the overall policy in so far as Fox Wood is concerned. The planning and implementation of the policy is the direct responsibility of the Headteacher, ensuring that employees at all levels fulfil their duties to co-operate and adhere to it. More detail is to be found in the Health Safety, and Welfare Policy of Fox Wood School. There is also a policy regarding food safety - this determines safe practices within classrooms and the school's food technology room.

## Pupils with Medical Conditions and Allergies

Fox Wood School recognises that pupils with medical conditions, complex health needs and allergies may be more vulnerable to harm if their health needs are not appropriately identified, supported and monitored.

The school acknowledges that many pupils have additional medical needs which require medication, healthcare procedures, specialist equipment or individual healthcare plans in order to access education safely.

All staff follow the individual pupil's Health Care Plan have a responsibility to be vigilant to safeguarding concerns relating to a pupil's medical care and wellbeing.

The school will work collaboratively with parents/carers, health professionals and other agencies to ensure that pupils' medical needs are met and that any safeguarding concerns are identified and addressed at the earliest opportunity.

## Contractors

Most of our contractors are arranged through Building and Maintenance Unit (BMU) who contact EQUANS. 'Keeping Children Safe in Education 2026' advised that school should ensure that contractors or employees of contractors, have been subject to DBS. This is not covered by Warrington's contract and therefore most contractors are only in school outside of pupil hours, and if not, are accompanied by a member of school staff during their visit.

## Volunteers

Fox Wood School recognises the valuable contribution made by volunteers in supporting pupils and enriching the educational experience of our school community.

All volunteers are subject to appropriate safeguarding and suitability checks in accordance with Keeping Children Safe in Education and current DBS guidance. Volunteers will receive safeguarding information, including the identity of the Designated Safeguarding Lead (DSL) and procedures for reporting concerns.

In accordance with the Crime and Policing Act 2026, volunteers who teach, train, instruct, care for or supervise pupils frequently, on more than three days within a thirty-day period, or overnight, are considered to be undertaking regulated activity. Such volunteers will be required to undergo an enhanced DBS check with children's barred list information before commencing their role, even where they are supervised by a member of staff. However, at

Fox Wood due to the added complexities and vulnerabilities of our students we ask all volunteers to undergo an enhanced DBS check.

## Child on Child abuse

Children can abuse other children (previously referred to as peer-on-peer abuse, now termed child-on-child abuse). There are many forms of abuse that may occur between children 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.

Staff are encouraged to maintain an attitude of "it could happen here". Children might not feel ready or able to disclose abuse. 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.

Staff must reassure victims of abuse that they are being taken seriously and will be supported. 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.

Keeping Children Safe in Education 2026 emphasises:

- The importance of explaining to children that the law is in place to protect rather than criminalise them
- The importance of understanding intra-familial harms, and any necessary support for siblings following incidents
- The need for schools to be part of discussions with statutory safeguarding partners

It should be noted that there can be considerable overlap between different types of 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 consequences to be undertaken.

Staff should immediately report concerns about a child carrying a 'weapon', using a 'weapon' or expressing intent to use one to a member of the Safeguarding Team. The Safeguarding Team will assess the risk and take appropriate action, including any action to de-escalate peer conflict.

Staff also must report concerns regarding "consensual and non-consensual sharing of self-generated intimate images and/or videos including those generated using AI e.g. deepfakes".

Staff recognise that misogyny is a form of harmful sexual behaviour, as well as sexual violence and harassment. Staff are also aware that 'upskirting' is a criminal offence.

## Bullying

Bullying at Fox Wood is seen as a wilful, conscious desire to hurt, frighten or threaten someone else. All staff should:

- Be alert to signs of bullying and racial harassment, or harassment in relation to gender.
- Deal firmly with such behaviour.
- Take action based upon clear rules which are backed by appropriate sanctions and systems to support the victims.

Additional information can be found in the schools Anti-bullying Policy.

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. After the incident it is important that the pupils involved continue to feel supported and receive help. If staff have concerns, they should inform the DSL who will contact the Education Safeguarding team for advice.

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, misogyny, 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, Instagram 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.

## Positive Handling/Behaviour Management

The Education Act 2006 enables a member of staff to use reasonable force to prevent a pupil from committing an offence, causing personal injury, damaging property or doing something that prejudices discipline at the school. Our Positive Handling Policy is to support our pupils and all staff who are in contact with pupils. Techniques such as Team Teach are used as part of a whole school approach and not in isolation. A statement about positive handling is in the school prospectus and parents can discuss their child's Individual Behaviour Plan with the Pupil Support Manager or the class teacher. The aim of

the IBP is to minimise the likelihood of challenging behaviour and when it does occur, that there is less use of physical restraint as all are aware of the proactive strategies used. Parents are informed by letter if any physical interventions have needed to be used on their child. There is a pamphlet issued to parents explaining the Team Teach approach and how it is used within school. For further information regarding positive handling, behaviour management and exclusions, please see the Positive Handling Policy and the Behaviour Policy.

**Children potentially at greater risk of harm**

At Fox Wood, many pupils have a social worker. For some pupils this is in order to access respite provision and there may not be any safeguarding or welfare concerns. For other children, they may need a social worker due to safeguarding or welfare needs, and may be on a Child in Need or Child Protection Plan. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or absent from education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services). The Safeguarding Team at Fox Wood have a close working relationship with the social workers who are working with our families, ensuring that information is shared appropriately in the best interests of the child.

**Children requiring mental health support**

Fox Wood has a whole school approach to supporting the positive mental health and wellbeing of all pupils. Mental health problems can, in some cases, develop into safeguarding concerns, in some cases this could be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Fox Wood has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral systems. Staff are aware that only medical professionals should diagnose a child. School has a wealth of support available for pupils including but not limited to a Social Emotional and Mental Health (SEMH) Panel who meet to identify and review support (this includes the DSL and Deputy DSL), Pastoral Support Officers who work with families and leads on Family Help and a Pupil Support Manager who liaises closely with the Learning Disability Nurses and works with families to promote positive behaviour practice.

**Children Questioning Their Gender**

Fox Wood School recognises that children who are questioning their gender may experience a range of emotional, social and safeguarding vulnerabilities. These may include bullying, prejudice, social isolation, mental health difficulties, family conflict, online harms, exploitation, or inappropriate influence from peers or adults.

All staff should be alert to any safeguarding concerns affecting a child who is questioning their gender and should respond in the same way as they would to any other safeguarding

concern. Any concerns about a child's welfare, safety, emotional wellbeing, or vulnerability must be reported to the Designated Safeguarding Lead (DSL).

When a child expresses views or feelings relating to their gender, staff should listen respectfully and sensitively, whilst avoiding making promises of confidentiality. Information should be shared with the DSL where there are safeguarding concerns or where support may be required.

The school will consider each child individually, taking account of their age, understanding, communication needs, SEND, wishes and feelings, and overall welfare. Decisions will be made on a case-by-case basis and in partnership with parents/carers wherever appropriate and where doing so would not place the child at risk of harm.

The school recognises that some children questioning their gender may be particularly vulnerable to online influences, harmful content, child-on-child abuse, grooming, exploitation, self-harm or poor mental health. Staff will remain vigilant to these risks and take appropriate safeguarding action where concerns arise.

Any safeguarding concerns relating to a child questioning their gender will be managed in accordance with this Child Protection Policy, Keeping Children Safe in Education 2026, and the school's procedures for safeguarding and promoting the welfare of children.

## Young Carers

Fox Wood School recognises that some pupils may undertake caring responsibilities at home for a parent, sibling or other family member due to illness, disability, mental health needs, additional needs or substance misuse. Such pupils may be identified as young carers.

Young carers can experience additional pressures which may impact upon their health, wellbeing, attendance, educational achievement and emotional development. Caring responsibilities may also mask wider safeguarding concerns within the family.
The school recognises that young carers may require additional support and that caring responsibilities can increase vulnerability. Any concerns regarding a pupil's welfare, wellbeing or caring role should be shared with the Designated Safeguarding Lead (DSL). Where appropriate, the school will work with parents/carers and other agencies to ensure that young carers receive appropriate support and that any safeguarding concerns are identified and addressed at the earliest opportunity.

Particular consideration is given to our SEND children who may themselves be young carers or who may live within families experiencing significant caring responsibilities.

## Monitoring Attendance and Children Who Are Absent From Education

Fox Wood School recognises that good attendance is an essential part of safeguarding and promoting the welfare of children and young people. Regular attendance enables staff to identify concerns, provide support and ensure that pupils are safe and receiving their entitlement to education.
The school follows the statutory guidance contained within *Working Together to Improve School Attendance* and recognises that children who are absent from education, particularly on a repeated or prolonged basis, may be at increased risk of abuse, neglect,

child sexual exploitation (CSE), child criminal exploitation (CCE), county lines activity, mental health difficulties, radicalisation, domestic abuse and other safeguarding concerns.

Fox Wood School recognises that pupils with SEND may be particularly vulnerable when absent from education due to communication difficulties, complex health needs, reduced social networks and increased dependence on adults. Staff will therefore consider each pupil's individual circumstances and any existing vulnerabilities when monitoring attendance concerns.

Parents and carers are expected to notify the school on the first day of any absence. If no notification is received, school staff will take swift action to establish the pupil's whereabouts. This may include telephone calls, text messages, emails, contacting emergency contacts, home visits and liaison with other professionals where appropriate. The school maintains at least two emergency contacts for every pupil whenever possible.

Where a pupil's absence, non-attendance, repeated absence or pattern of attendance gives rise to safeguarding concerns, the matter will be referred to the Designated Safeguarding Lead (DSL) immediately. The DSL will consider whether additional support, Family Help, referral to Children's Social Care, the Police or other agencies is required. The school will work closely with Children's Social Care, the Local Authority, health professionals and other partner agencies where attendance concerns indicate a potential safeguarding risk. Particular consideration will be given to pupils who:

- Are subject to Child Protection Plans.
- Are Children in Need.
- Have a social worker.
- Are Children in Care or previously looked after.
- Have SEND and complex needs.
- Have experienced exploitation, missing episodes or significant vulnerabilities.

The school maintains an accurate admissions register and attendance register in accordance with statutory requirements. The Local Authority will be notified of additions to and deletions from the school roll as required by legislation.

Where a pupil is removed from roll, transferred to another provision, becomes electively home educated or moves out of area, the school will follow the relevant statutory procedures and notify the Local Authority as required. The school will share safeguarding information appropriately and securely to ensure continuity of support for the pupil.

The school recognises that children who go missing from education are a potential indicator of abuse, neglect or exploitation. Any unexplained absence, prolonged absence, repeated absence or child whose whereabouts cannot be established will be treated as a safeguarding matter and responded to in accordance with local safeguarding procedures.

## Site Security

School annually completes a security checklist detailing items including our approach to visitors, key holders, personal safety etc. Full information can be found in the Security Policy. A receptionist is on duty to ensure all visitors receive a Fox Wood badge, sign in and out, and their means of identification is checked. A swipe access system and digital

screen is in place for entry/exit to and from the building for all staff and staff are asked to sign in and out of the building.

Risk assessments have been completed for visitors to the school and all visitors must wear a badge whilst in school to signify in what capacity they are visiting school. On the reverse of visitor identity badges we have included information re: any safeguarding concerns and what to do in case of a fire.

Fox Wood is a 'mobile phone free school', if pupils bring a mobile phone into school, this is placed in a box which the class teacher keeps locked away throughout the school day. This is handed back at home time.

## Curriculum

At Fox Wood we recognise the vital importance of teaching our pupils about safeguarding and weave this into our curriculum through subjects such as PSHCE and Personal Development as well as delivering our Keeping Safe Curriculum, to ensure that this is revisited often. Examples include topics such as Online Safety, stranger danger, drugs and mandatory relationships, sex and health education. Furthermore, the curriculum is designed so that safety issues within subject areas are discussed and safe practices taught, such as using equipment safely in PE, D&T, food technology. Additional input may be sought from existing agencies including the Police, NSPCC.

## Educational Visits

We use an online system to plan and evaluate all our educational visits. It is called EVOLVE and it is run by Warrington Borough Council. EVOLVE is a 5-step process with the following benefits:

1) All records are kept centrally and securely
2) All visits must have completed required steps to receive approval
3) Less paperwork, less paper
4) You can evaluate and check evaluations of visits nationally
5) Pupils/Staff have a record of visits they have attended
6) A calendar can be viewed at any time to show which classes are in/out
7) Should any legal action be taken, a record has been kept of procedures

Staff complete and upload a 'Request for Visit' form and comprehensive risk assessments for methods of travel and the destination for all educational visits. The Educational Visits Co-ordinator checks all of the relevant information before submitting it to the headteacher for approval. This comprehensive system ensures that all educational visits are well planned and that pupils and staff are kept safe.

## Online Safety

We have a whole school approach to Online Safety. Teaching and learning can be greatly enhanced for our pupils through the use of ICT and the Internet. However, we all agree that the Internet should be as safe as possible for pupils and staff alike. 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.

The Internet is available to staff and pupils. All are aware of the 'Acceptable Use Policy and ICT Code of Conduct' for Staff and Pupils – staff sign this, and parents sign on behalf of the pupils. We also provide regular information for our parents about school arrangements for Online Safety. No pupil accesses the Internet in school using a personal mobile device.

An Internet monitoring programme is in place to highlight possible misuse (Securus). The Senior Leadership Team and the Governors regularly review the systems and reserve the right to make random audits of the history file that records which websites pupils and staff have visited. Online filtering through Smoothwall is in place to block all traffic that comes through the school's network that is classified as inappropriate. Further information can be found in the Computing and Online Safety policies. The DSL and IT Company (UTL) regularly review the effectiveness of filtering and monitoring systems.

As part of its commitment to safeguarding pupils, Fox Wood school ensure that filtering and monitoring arrangements remain effective in addressing emerging online risks, including those associated with Artificial Intelligence (AI) and AI-generated content. The school regularly review its systems and practices to reduce the risk of pupils accessing harmful, inappropriate, misleading or manipulated content and will provide appropriate support and education to help pupils navigate AI technologies safely.

Staff recognise that technology is a significant factor in many safeguarding concerns and that abuse, neglect and exploitation may be facilitated through online platforms, social media, messaging services, gaming platforms, Artificial Intelligence tools and other digital technologies.

**Use of Images**

Staff regularly take photographs of pupils participating in lessons. These are only taken on school devices and never staff personal devices. These photographs are then used as evidence in electronic work files, accreditation etc. Staff are aware under the Code of Conduct of what constitutes acceptable behaviour by pupils or staff.

At Fox Wood, we use Evidence for Learning, an online learning journal to keep parents informed of their child's progress. Parents can access this using their own personal log in. It is a safe and secure system that enables teachers to record pupil achievement, and to share each child's achievements with parents and carers.

Parents consent to school taking photographs by signing a permission slip at the beginning of each academic year. They may or may not give their consent for these photographs to be used in the newsletter, the schools' social media pages or on the website. School respects all parental decisions.

Staff are not permitted to use their mobile phones or any other devices with cameras in school unless in the staff room or a senior leadership office where no pupils are present. Staff are instructed to turn off mobile phones and not to take photos of pupils by using personal mobile phones or any other personal devices.

## Fire Safety

All members of school staff are instructed in the action to be taken should a fire break out. A fire evacuation layout is on display in every room. Fire evacuation drills take place once per term and are formally recorded. The Fire Risk Assessment is formally reviewed annually, and all recommendations are acted upon. All members of SLT and the Site Manager are fire wardens.

## First Aid

There are six members of school staff who are trained in first aid. First aid notices are displayed in every room detailing:

- Names and photographs of first aiders, class number and their telephone extension numbers.
- Location of first aid boxes.
- Instruction to complete relevant accident/incident form.
- Location of defibrillator

At Fox Wood we also have two nurses. Further information is available in the First Aid Policy. Several members of staff received training in the use of a Defibrillator. This piece of equipment is in the medication room, and a risk assessment has been completed. The North West ambulance service has also been informed that it is on site, so they may direct someone to Fox Wood School if the need arises. If the defibrillator is required in the community, at least one member of trained staff will take the defib in order to assist.

## Contextual safeguarding

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including (but not limited to): criminal exploitation such as county lines; trafficking, online abuse; sexual exploitation, serious youth violence and the influences of extremism leading to radicalisation. Extremist groups make use of the Internet to radicalise and recruit and to promote extremist materials. Any potential harmful effects to individuals identified as vulnerable to extremist ideologies or being drawn into terrorism should also be considered.

Assessments of children in such cases should consider whether wider environmental factors are present in a child's life and are a threat to their safety and/or welfare. Children who may be alleged perpetrators should also be assessed to understand the impact of contextual issues on their safety and welfare. Interventions should focus on addressing these wider environmental factors, which are likely to be a threat to the safety and welfare of a number of different children who may or may not be known to local authority social care. Assessments of children in such cases should consider the individual needs and vulnerabilities of each child. They should look at the parental capacity to support the child, including helping the parents and carers to understand any risks and support them to keep children safe and assess potential risk to child.

The Children Act 1989 promotes the view that all children and their parents should be considered as individuals and that family structures, culture, religion, ethnic origins and other characteristics should be respected.

## Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information including further guidance, definitions and indicators are included in Annex A of Keeping Children Safe in Education 2026.

The vulnerability of children involved in criminal exploitation is not always recognised by adults and professionals and the indicators of exploitation can be different for boys and girls. Child sexual exploitation is a form of sexual abuse and can be a one-off occurrence or might happen over time. All children and young people, including 16- and 17-year-olds, can experience child sexual exploitation.

## Warning signs and vulnerabilities checklist

The evidence available points to several factors that can increase a child's vulnerability to being sexually and/or criminally exploited. The following are typical **vulnerabilities in children prior to abuse:**

- Living in a chaotic or dysfunctional household (including parental substance use, domestic abuse, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour' – based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships (in cases of gang associated CSE only)
- Attending school with young people who are sexually exploited
- Learning disabilities
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care

- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer

The following signs and behaviour are generally seen in children who are **already being sexually and/or criminally exploited.**

- Missing for periods of time or regularly come home late
- Being regularly absent, missing school or education or do not take part in education
- Changes in emotional well-being
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually transmitted infections, pregnancy and terminations
- Evidence of sexual bullying and/or vulnerability through the Internet and/or social networking sites
- Estranged from their family
- Unexplained gifts or new possessions
- Association with other young people involved in exploitation
- Recruiting others into exploitative solutions
- Poor mental health
- Self-harm
- Thoughts of or attempts at suicide

Evidence shows that any child displaying several vulnerabilities from the above lists should be considered to be at high risk of sexual and/or criminal exploitation. If you believe a child may be suffering from or at high risk of CSE and/or CCE, it is important that the Designated Safeguarding Lead (DSL) in school is informed so that they can contact Children's Services.

**Consent?**

In assessing whether a child or young person is a victim of sexual exploitation or at risk of becoming a victim, careful consideration should be given to the issue of consent. It is important to bear in mind that:

- A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching
- Sexual activity with a child under 16 is also an offence
- It is an offence for a person to have a sexual relationship with a 16- or 17-year-old if they hold a position of trust or authority in relation to them
- Where sexual activity with a 16- or 17-year-old does not result in an offence being committed, it may still result in harm, or the likelihood of harm being suffered
- non consensual sex is rape whatever the age of the victim and
- If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed.

Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18 years and not just those in a specific age group.

## What to do if you are concerned about a child

If you have concerns that a child is at risk of or suffering Child Sexual Exploitation and/or Child Criminal Exploitation you should contact MASH without delay on 01925 **443322.**

The Local Safeguarding Children's Board has a Contextual Safeguarding Operational Group (CSOG) who meet monthly. Additional information is available in Pan-Cheshire–Merseyside multi-agency CSE strategy. We can refer via MASH, any child or young person who is being sexually or criminally exploited or at risk of sexual or criminal exploitation can be referred to the group.

## Serious Violence

Fox Wood School recognises that involvement in, or exposure to, serious violence can have a significant impact on a child's safety, wellbeing and development. Serious violence may occur within the community, peer groups, through criminal exploitation, county lines activity, gang association, or through access to weapons.

All staff should be aware of the indicators that a child may be at risk from, or involved in, serious violence. These may include:

- Increased absence from school or college.
- Changes in friendships or relationships with older individuals or groups.
- A significant decline in educational performance or engagement.
- Unexplained injuries.
- Signs of assault or trauma.
- Possession of weapons or discussions about weapons.
- Increased aggressive or concerning behaviour.
- Involvement in anti-social behaviour.
- Receiving unexplained gifts, money, clothing or electronic devices.
- Fear, intimidation or reluctance to discuss activities outside school.
-

The school recognises that children with SEND may experience additional vulnerabilities and may be less able to recognise risk, resist coercion, communicate concerns, or understand when they are being exploited by others. Particular consideration will therefore be given to pupils with communication difficulties, learning disabilities and complex needs. Any concerns that a child may be at risk of serious violence, criminal exploitation, gang involvement or weapon-related activity will be reported immediately to the Designated Safeguarding Lead (DSL). The DSL will assess the information and, where appropriate, work with parents/carers, Children's Social Care, the Police and other relevant agencies to safeguard the child.

Where appropriate, concerns regarding serious violence will be managed alongside other safeguarding issues, including Child Criminal Exploitation (CCE), County Lines, Child Sexual Exploitation (CSE), substance misuse, missing episodes, child-on-child abuse and mental health concerns.

The school is committed to providing a safe environment in which pupils feel able to share concerns and seek help, and will take all reports of violence, threats, intimidation or weapon-related concerns seriously.

## Domestic Violence

The umbrella term for safeguarding related to domestic violence is domestic abuse. This term encompasses various forms of abuse, including physical, sexual, emotional, psychological, and economic abuse, as well as coercive and controlling behaviour. It is defined under the Domestic Abuse Act 2021, which states that domestic abuse involves any single incident, course of conduct, or pattern of abusive behaviour between individuals aged 16 or over who are “personally connected” to one another. Staff are also aware of teenage relationship abuse and plan and deliver appropriate activities through the PSHE curriculum to educate pupils about healthy relationships and staying safe.

Additionally, the term Violence Against Women and Girls (VAWG) includes domestic abuse and is an overarching category that addresses all forms of gender-based violence. The school receives alerts from Operation Encompass when a child has been exposed to domestic abuse. The Safeguarding Team will provide support for the pupil and their family as required. The Safeguarding Team will also comply with data protection legislation throughout the Operation Encompass process.

## Sexting

The document ‘Sexting in schools and colleges, responding to incidents and safeguarding young people’ August 2016 was produced on behalf of the UK council for Child Internet Safety (UK CCIS) and should be referred to if needed. If there is a concern that the pupil is at risk of harm, social care and/or the police should be informed.

## Sextortion

Sextortion is a form of online abuse and exploitation in which an individual threatens to share, publish or distribute nude, semi-nude or sexually explicit images, videos or information about a child or young person unless they comply with demands. These demands may include the payment of money, sharing additional images, engaging in sexual activity online, or providing personal information.

Sextortion is often perpetrated by adults who pose as children or young people online in order to gain a child's trust before coercing them into sharing intimate images. Offenders may use social media platforms, gaming sites, messaging applications or other online services. In some cases, offenders may use stolen, digitally manipulated or Artificial Intelligence (AI) generated images to blackmail a child or young person.

Children and young people with SEND may be particularly vulnerable to sextortion due to difficulties recognising online risks, understanding the intentions of others, or communicating concerns. Staff should be aware that victims may experience significant distress, shame, anxiety, fear, self-harm, emotional wellbeing difficulties or suicidal thoughts as a result of this abuse.

Any concerns that a child may be the victim of sextortion must be treated as a safeguarding concern and reported immediately to the Designated Safeguarding Lead (DSL). Staff should not ask the child to delete messages, images or accounts, as this may remove valuable evidence. The DSL will consider appropriate safeguarding action, including referral to Children's Social Care, the Police, CEOP and any other relevant

agencies. The school will provide appropriate pastoral and emotional support to any child affected by sextortion.

Where there is an immediate risk of harm, a crime has been committed, or there are concerns regarding suicide or significant emotional distress, the Police will be contacted without delay.

## Honour Based Abuse (HBA)

This is an umbrella term to encompass various offences covered by existing legislation. So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the Designated Safeguarding Lead (or Deputy).

## Female Genital Mutilation (FGM)

Female Genital Mutilation occurs mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits. Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan. In the UK, FGM tends to occur in areas with larger populations of communities who practice FGM, such as first-generation immigrants, refugees and asylum seekers. These areas include: London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes.

## Key Points

- It is **not** a religious practice
- Occurs mostly to girls aged from 5 – 8 years old; but up to around 15
- Criminal offence in UK since 1985
- Criminal penalties include up to 14 years in prison

## Reasons for this cultural practice include

- Cultural identity – An initiation into womanhood
- Gender Identity – Moving from girl to woman – enhancing femininity
- Sexual control – reduce the woman's desire for sex
- Hygiene/cleanliness – unmutilated women are regarded as unclean

## Risk Factors include

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHCE
- a visiting female elder from the country of origin
- being taken on a long holiday to the family's country of origin

- talk about a 'special' event or procedure to 'become a woman'

**High Risk Time: Be aware**

This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high-risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays. Although, it is difficult to identify girls before FGM takes place, where girls from these high-risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services. The Female Genital Mutilation Act (2003) places a mandatory duty on school staff to notify the police where they discover that FGM has been carried out or a child is at immediate risk of FGM being carried out during the course of their work. Staff will be supported to report cases of FGM by the DSL or other designated person.

**Post-FGM Symptoms include**

- difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- unusual behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear.

**Longer Term problems include**

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems

**If an act of FGM appears to have been carried out, staff must report this to the police.**

**Virginity Testing and Hymenoplasty**

Virginity testing and hymenoplasty (sometimes referred to as hymen reconstruction surgery) are harmful practices and forms of violence against women and girls. They are often associated with so-called honour-based abuse and can place children at risk of significant physical and emotional harm.

Virginity testing has no scientific or medical basis and is illegal in the UK. It can be carried out under pressure from family members or communities and may be linked to concerns around family honour, control, coercion, forced marriage or other forms of abuse.

Staff should be aware that a child may disclose concerns relating to virginity testing, pressure to undergo a medical examination, fears about marriage, family expectations regarding virginity, or requests to travel abroad for such procedures. These concerns should always be treated as safeguarding matters.

Any concerns that a child is at risk of, has undergone, or is being pressured to undergo virginity testing or hymenoplasty must be reported immediately to the Designated Safeguarding Lead (DSL). The DSL will consider appropriate safeguarding action, including referral to Children's Social Care and, where appropriate, the Police.

As with all honour-based abuse concerns, staff should not approach family members or attempt to mediate situations, as this may increase the risk of harm to the child.

## Forced Marriage

There is a clear difference between a ‘forced marriage’ and an ‘arranged marriage’. Arranged marriages have worked well in society for many years. An arranged marriage is when families of both spouses take a leading role in arranging the marriage but the choice whether or not to accept the arrangement remains with the prospective spouses.

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage.

A Forced Marriage Protection Order can be obtained from a Family Court in order to protect victims, both adults and children from a potential forced marriage or people who are already in a forced marriage.

The Anti-social Behaviour, Crime and Policing Act (2014) made it a criminal offence to force someone to marry. This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they’re pressured to or not)
- Breaching a Forced Marriage Protection Order is also a criminal offence

Young people, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally, often leading to depression and self-harm. These factors can contribute to impaired social development, limited career and educational opportunities, financial dependence and lifestyle restrictions.

Staff may become aware of a pupil because they appear anxious, depressed and emotionally withdrawn with low self-esteem. They may have mental health issues and display behaviours such as self-harming, self-cutting or anorexia. It may be the case that a pupil may present with a sudden decline in their attendance, performance, aspirations or motivation. Some female pupils may feel studying at school is pointless if they are going to be forced to marry and therefore be unable to continue with their education.

If a pupil is absent from school and we do not know the reason, admin staff contact parents. If contact is not made, social care may be informed.

**The 'One Chance' rule**

All professionals working with suspected or actual victims of forced marriage and honour-based violence need to be aware of the "one chance" rule. That is, they may only have one opportunity to speak to a victim or potential victim and may possibly only have **one chance** to save a life. As a result, all professionals working within statutory agencies need to be aware of their responsibilities and obligations when they are faced with forced marriage cases. If the victim is allowed to leave without the appropriate support and advice being offered, that one chance might be wasted.

**Potential Warning signs or indicators that a child is at risk of Forced Marriage**

- Absence and persistent absence.
- Request for extended leave of absence and failure to return from visits to country of origin.
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school.
- Decline in behaviour, engagement, performance or punctuality.
- Poor exam results.
- Being withdrawn from school by those with parental responsibility.
- Removal from a day centre of a person with a physical or learning disability
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further/higher education

**What to do if staff have concerns**

Forced Marriage is an offence and if this is also happening to a child under the age of 18 it is considered to be child abuse. If you suspect that a child may be forced to marry, then you must share your concerns with the Designated Safeguarding Lead (DSL) who will make appropriate contact with Children's Social care/Adult Social Care or the Police. The Forced Marriage Unit can also be contacted for advice and help in making the referral.

**Radicalisation and Violent Extremism**

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from

violent extremism. Section 26 of The Counter Terrorism and Security Act 2015 places a duty on schools in England and Wales to prevent people being drawn into terrorism. Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of Fox Wood's safeguarding approach.

• Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

• Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

• Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the Internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or Deputy) making a Prevent referral. The DSL and Deputy DSL have both completed training for making a Prevent referral.

**Indicators of vulnerability include:**

- Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – the pupil may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

**More critical risk factors could include**

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

**What action should be taken if there are concerns?**

- Pass concerns to the DSL
- The DSL will make contact with the PREVENT Officer and Channel Officer.

**Important contact information**

The Local Prevent Officer is Co-ordinator is Andy Mcintyre who can be contacted at prevent@cheshire.pnn.police.uk or 01606 36 5239 / 0777 551 6940

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism:

At Fox Wood the Single Point of Contact (SPOC) for Fox Wood is the Designated Safeguarding Lead (DSL) Laura Simms.

Our governor with responsibility for PREVENT is Graeme Nixon.

**Private Fostering**

Schools play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there are clear safeguarding issues and children and young people effectively have no one who is concerned for the safety or welfare. The aim is to raise the awareness of the role of education professionals in highlighting cases of private fostering and safeguarding children at risk. If staff believe a pupil is being privately fostered, there is a mandatory duty to report this to the local authority.

A private foster carer is someone other than a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with child's parent. It applies only to children under 16 years, or under 18 if they are disabled. Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or a co-habitee of a mother or father would therefore be a private foster carer.

A private fostering arrangement is **not** when a child is Looked After by the Local Authority or placed in any residential home, hospital or school. Close relatives – a grandparent, a brother or sister, an aunt or an uncle, a step parent – are **not** private foster carers.

## Who may be privately fostered?

The list is by no means exhaustive and indicates the scale and variety of situations and agencies these arrangements can cover.

- Children whose parents are unable to care for them, for example if they have chronic ill health or are in prison
- Children sent to this country, for education or health care, by parents who live overseas
- A child living with a friend's family because they don't get on with their own family
- Children living with a friend's family because of their parents' study or work
- Children staying with another family because their parents have separated or divorced
- Teenagers living with the family of a boyfriend or girlfriend
- Children from abroad who attend a language school or mainstream school in the country and are staying with host families
- Children at boarding schools who do not return to their parents in the holidays but stay with 'host families' recruited by 'education guardians'
- Unaccompanied asylum-seeking minors who are living with friends, relatives or strangers

## Children who are trafficked into the UK

These children are especially vulnerable and are often living in defacto private fostering arrangements. Child trafficking is the movement of children for exploitation, including domestic servitude, commercial sexual exploitation and to support benefit claims. Where trafficking is suspected, a safeguarding referral should be made to Warrington Children's Services.

## What to do if you are aware of a private fostering arrangement

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible. However, parents and carers often do not tell professional or agencies about such arrangements; they may not be aware that they need to (and this may apply particularly to new communities in the UK such as migrant families from non – EU), or they chose not to tell agencies about these arrangements.

Children's Services are **not** involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. As a professional it is **mandatory** to notify Children's Services if staff are in contact with a child or young person who is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly.

## Signs to look out for

- Has someone else started collecting a child from school on a regular basis?
- Has a child mentioned to you that they are staying with someone else or that their parent(s) have gone away for a long time?
- Is there something unusual or unclear in the child's administration file? This may include copies of passports, visas and other immigration related documents which are unclear or do not clearly show that the child has rights of residence in the UK, or that it is unclear who has parental responsibility for the child

## What schools can do

- Ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur
- Look at admission files to check on the home situation, and make a note to follow up any circumstances which are not clear
- Whenever staff become aware of private fostering arrangements, they should notify the Designated Safeguarding Lead (DSL)
- The DSL or another appropriate member of staff should speak to the families of children who might be involved in private fostering and check that they are aware of their duty to notify the Local Authority of the arrangement. School staff should actively encourage the parents and/or carer to notify Children's Services of the arrangement

If you believe that a private fostering arrangement has not been reported to Children's Services, you should contact them directly **– 01925 443322.**

When the Local Authority receives notification about a private fostering arrangement, Social Care will arrange for a colleague to visit the child within seven working days. They will contact the parent or young person. This will be to ensure the young person is happy, safe and thriving in the arrangement and that they are able to access education, medical care and any other services they may need.

The Local Authority will also check that the accommodation is safe and suitable and enable the carer to access suitable training if required. Providing everything is in order, the family will continue the arrangement with the social worker providing checks at regular intervals to ensure the young person is safe, happy and has access to all the services to meet their needs.

## Modern Slavery and Human Trafficking

Modern Slavery is the term used within the UK and is defined within the Modern Slavery Act 2015. The Act categorises offences of Slavery, Servitude and Forced or Compulsory Labour and Human Trafficking (the use of which comes from the Palermo Protocol).

These crimes include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.

Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country.

It is possible to be a victim even if consent has been given to be moved.

Children cannot give consent to being exploited therefore the element of coercion or deception does not need to be present to prove an offence.

Modern Slavery Human Trafficking Unit (MSHTU) plays a central role in leading the NCA's fight against serious and organised crime.

**Types of Human trafficking**

There are several broad categories of exploitation linked to human trafficking, including:

- Sexual exploitation
- Forced labour
- Domestic servitude
- Organ harvesting
- Child related crimes such as child sexual exploitation, forced begging, illegal drug cultivation, organised theft, related benefit frauds etc.
- Forced marriage and illegal adoption (if other constituent elements are present)

There are several broad categories of exploitation linked to modern slavery:

**Sexual exploitation**

Sexual exploitation involves any non-consensual or abusive sexual acts performed without a victim's permission. This includes prostitution, escort work and pornography. Women, men and children of both sexes can be victims. Many will have been deceived with promises of a better life and then controlled through violence and abuse. It is also possible to exploit a person who consensually engages in providing sexual services.

**Forced labour**

Forced/ compulsory labour involves victims being compelled to work very long hours, often in hard conditions without relevant training and equipment, and to hand over the majority if not all of their wages to their traffickers. The types of work and working environment can often be described as 'dirty, demeaning or dangerous'. Forced labour crucially implies the use of coercion and lack of freedom of choice for the victim. In many cases victims are subjected to verbal threats or violence to achieve compliance.

Manufacturing, entertainment, travel, farming and construction industries have been found to use forced labour by victims of human trafficking in various extents. There has been a marked increase in reported numbers in recent years. Often large numbers of people are housed in single dwellings and there is evidence of 'hot bunking', where a returning shift takes up the sleeping accommodation of those starting the next shift.

The International Labour Organisation [ILO] has identified six elements which individually or collectively can indicate forced labour. These are:

- Threats or actual physical harm
- Restriction of movement and confinement to the workplace or to a limited area

- Debt-bondage
- Withholding of wages or excessive wage reductions that violate previously made agreements
- Retention of passports and identity documents (the workers can neither leave nor prove their identity status)
- Threat of denunciation to the authorities regardless of whether the worker holds legal status in the UK or not.

**Domestic servitude**

Domestic servitude involves the victim being forced to work in private households. Their movement will often be restricted and they will be forced to perform household tasks such as childcare and house-keeping over long hours and for little if any pay. Victims will lead very isolated lives and have little or no unsupervised freedom. Their own privacy and comfort will be minimal, often sleeping on a mattress on the floor in an open part of the house.

In rare circumstances where victims receive a wage it will be heavily reduced, as they are charged for food and accommodation.

**Organ harvesting**

Organ harvesting involves trafficking people in order to use their internal organs for transplant. The illegal trade is dominated by demand for kidneys. These are the only major organs that can be wholly transplanted with relatively few risks to the life of the donor.

**Child exploitation**

Persons under the age of 18 are classified as children in the UK and some get caught up in aspects of criminal exploitation. They are particularly vulnerable to exploitation by individual opportunists, traffickers and organised crime groups. They can be deliberately targeted by criminals, or ruthlessly exploited by the people who should protect them. About a quarter of the victims referred to the UK National Referral Mechanism are children, a high proportion of which are older teenagers.

Children can be subjected to any of the exploitative conditions as mentioned above and common countries of origin for victims include Vietnam, Nigeria, Romania, Slovakia and the UK.

**What can we do if we suspect a child has been trafficked?**

Children trafficked into the country may be registered at a school for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and de-registration may be an indicator that a child has been trafficked. It has been identified as a particular concern in schools which are situated near ports of entry, but professionals should be alert to this possibility in all schools. However, professionals should always bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, traveller or migrant families – who collectively go missing from school.

If a member of the school staff suspects that a child may have been trafficked, they should act immediately to inform the senior member of staff with designated responsibility for child protection and ensure that police or Children's Social Care/Adult Social Care Services are contacted immediately. Children trafficked into the country may be registered at a school for a term or so, before being moved to another part of the UK or abroad again. Schools therefore need to be alert to this pattern of registration and de-registration. This pattern has been identified in schools near ports, however it could happen anywhere in the UK.

In England local authorities have a statutory duty to identify children missing from education. Manchester Safeguarding Children's Board have produced a **Toolkit for Safeguarding Migrant and Trafficked Children and Young People.** This toolkit includes a joint assessment tool and referral form to assist professionals in both assessing the needs of the child and the continuing risks that they may face and referring their case to the competent authority The UK Visas and Immigration (UKVI) will fulfil this role for asylum cases and the United Kingdom Human Trafficking Centre (UKHTC) for all other cases.

**How to Report suspected crimes of modern slavery**

In the first instance the point of contact for all modern slavery crimes should be the local police force. If you have information about modern slavery crimes – those who are committing such crimes or where victims are at risk that requires an immediate response dial 999.

If you hold information that could lead to the identification, discovery and recovery of victims in the UK, you can contact the Modern Slavery Helpline 08000 121 700.

For more information visit www.unseenuk.org

Alternatively, you can make calls anonymously to Crimestoppers on 0800 555 111.

## SAFEGUARDING TRAINING LOG

In September each year all Teachers, Teaching Assistants, Admin staff and the Site Manager attend safeguarding training. All Teachers and Teaching Assistants read and sign to say they understand the safeguarding suite of policies which are on the Safeguarding Noticeboard and held electronically on CPOMS:

- Child Protection
- Safeguarding
- Keeping Children Safe in Education 2026, part 1 and Annex A
- Medication
- Low Level Concerns
- Whistleblowing
- Intimate Care
- Educational Visits
- Positive Handling
- Behaviour
- Online Safety
- Guidance for safer working practice of those working with children and young people in education settings

and the I Matter Code

In the spring term biannually, staff participate in on-line training about PREVENT, and read written advice about the PREVENT duty.

At every mid-day assistant meeting (one per half term) 1 – 2 of the policies above are discussed.

In Autumn 2026 staff have read “Working Together to Safeguard Children” and the latest version of “Keeping Children Safe in Education 2026” part 1 and annex A, and these have been saved in the CPOMS library. KCSIE 2026 was included in our safeguarding training in September 2026. Staff read the updates to “Working Together to Safeguard Children” in March 2026.

Appendix A

# *FOX WOOD SCHOOL*
# VISITING PROFESSIONAL PROTOCOL

As a school we are keen to work collaboratively with other agencies to help to deliver the best outcomes for our pupils. The following sets out guidance relating to professionals who wish to visit Fox Wood School as part of their work. In this guidance we have tried to balance the needs of individuals with the needs of class groups and the demands faced by class staff.

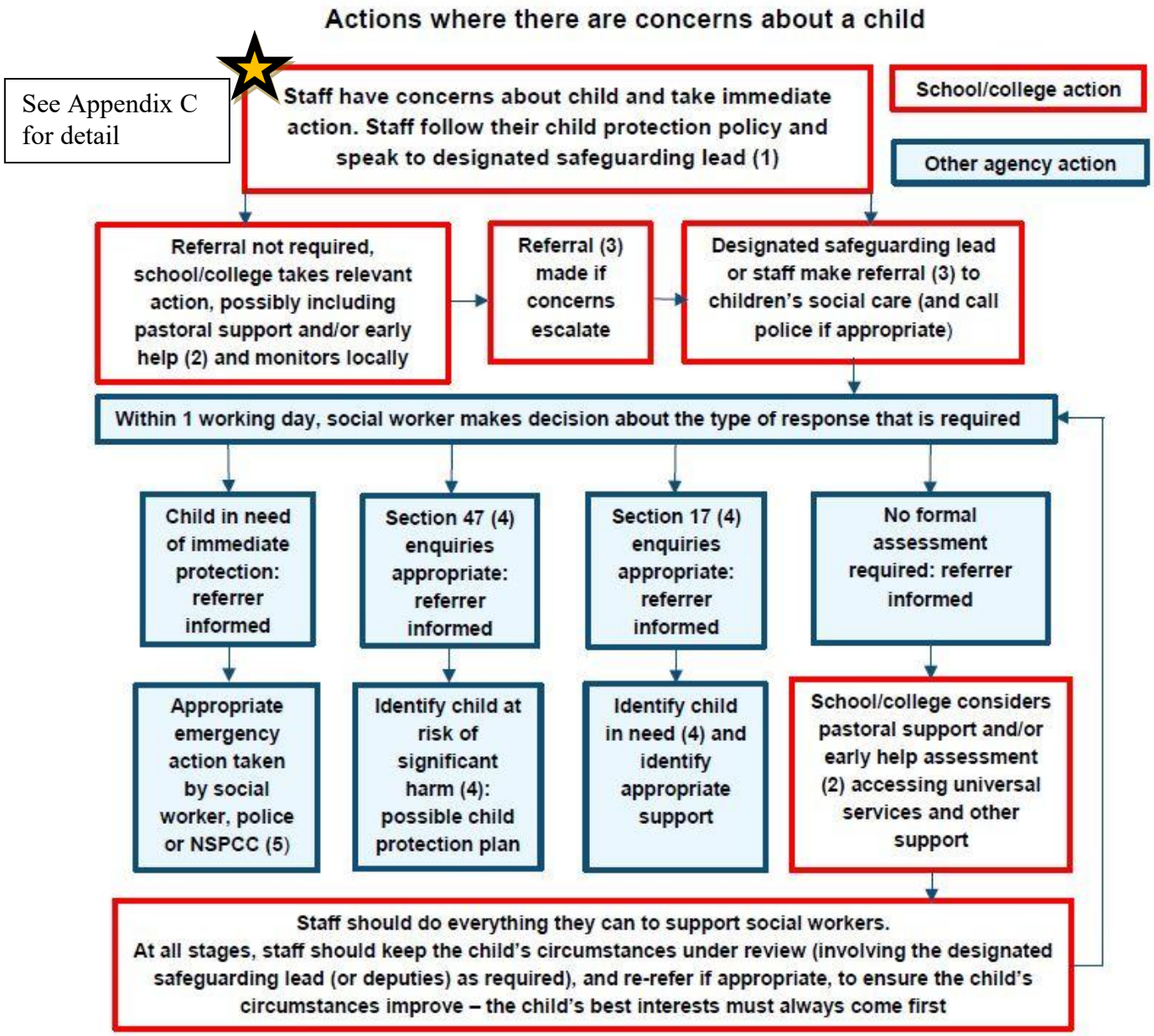
- Professionals who wish to visit Fox Wood should contact the school office. The receptionist will pass the request to the individual teacher concerned to confirm or suggest alternatives. Administrative staff will then contact the visiting professional to finalise dates and times.
- Appointments need to be made in advance. These should be at least three working days unless an emergency of some kind arises. Appointments will specify which teacher and which pupil is involved. *Ad hoc* arrangements cannot be made once a professional is in school. We need to avoid 'while I'm here can I just pop in and see ….? which makes it impossible for us to regulate the number of outside professionals who want access to classrooms and thereby reduce the impact of visits on teaching and learning.
- The duration and type of visits also need to be agreed in advance. Time in class will not normally exceed one hour, again to reduce the impact of visits on Teaching and Learning.
- Once agreed, the dates need to be put in the school diary.
- On arrival at the school, all professionals will be asked to sign in and will be given a visitor's badge. This must be worn at all times.
- School will ensure that all professionals provide evidence of a DBS check. If not, they will need to be escorted.
- Arrangements for any discussions with teachers need to be agreed in advance. Teachers will not be able to leave classes to discuss pupils for any length of time during teaching periods and should not be asked to do so. Information regarding pupils will only be provided by the relevant teacher. The teacher will consult support staff if required.
- Visiting professionals need to be made aware of any behavioural issues in classes they are visiting. This is the responsibility of the class team. Visiting professionals are expected to follow behavioural guidelines and advice.

- When in the classroom/teaching environment, visiting adults must follow the direction of the class teacher.
- Professionals should minimise their impact on the lesson as much as possible. The teacher has the responsibility of the whole class and not one pupil, and professionals are required to bear this in mind.
- Visiting professionals must remember that they will be setting examples of behaviour and conduct which may be observed by, and influence our pupils. Hence, we expect that everyone should demonstrate high standards of conduct in order to encourage our pupils to do the same.
- No photographs will be taken without the agreement of the Headteacher.
- Visiting professionals should not expect to be able to use school resources, for example photocopying or telephone facilities unless there has been prior agreement with the Headteacher
- Visiting professionals are requested to consider the appropriateness of using a mobile phone, their location and if the phone should be on silent. The use of mobile phones (including software/apps) in the classroom/teaching environment is strictly prohibited. This also includes the electronic recording of any meeting, activity or conversation without the prior knowledge and consent of the other persons involved.
- Outside of school hours, we request that visiting professionals do not approach staff about school matters and/or ask them to pass on messages in relation to any school business.

- ***Visiting professionals need to follow Fire Procedures in the event of an evacuation.***
- ***Any safeguarding concerns must be reported immediately to the Strategic Safeguarding Lead (Lianne Buchanan) or Designated Safeguarding Lead (Laura Simms).***

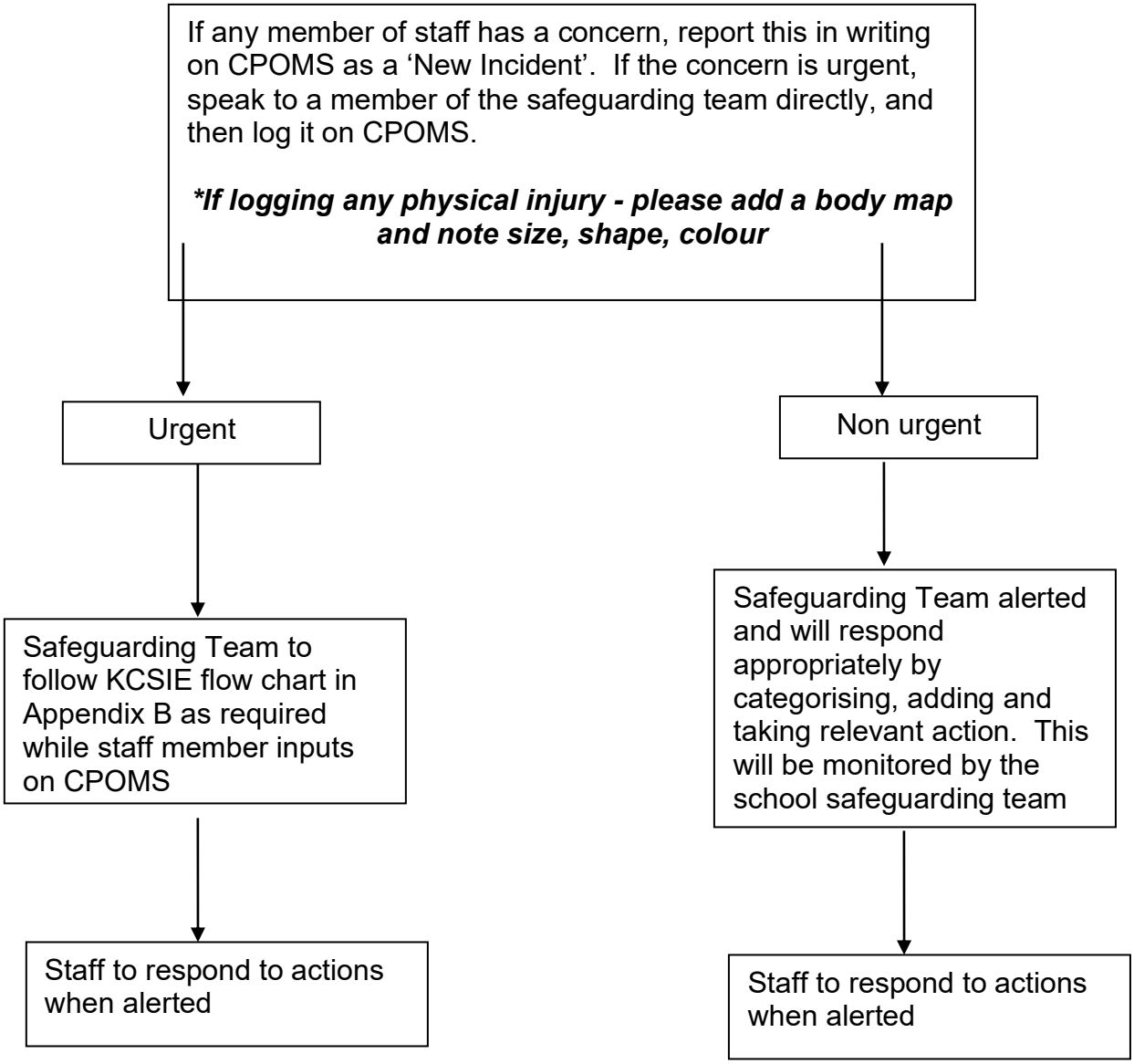
***Appendix B***

***Keeping Children Safe in Education***
***Flow Chart***



***Appendix C***

***Reporting Concerns at Fox Wood***
***Flow Chart***




***If CPOMS is unavailable for any reason, please use paper based proforma and follow the same instructions above.***