

COVID-19 **The Woodlands Community Primary School**

**SAFEGUARDING AND CHILD PROTECTION POLICY UPDATE (TO BE READ IN CONJUNCTION WITH The Woodlands Community Primary School’s MAIN POLICY)**

**Updated 11th January 2021, in line with DfE Covid 19 safeguarding in schools, colleges and other providers’ guidance**

[safeguarding in schools, colleges and other providers](https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers)

[Restricting attendance during the national lockdown: schools (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf)

[Actions for schools during the coronavirus outbreak - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak)

SCHOOL NAME:- **The Woodlands Community Primary School**

DATE OF UPDATE:- **11.1.21.**

DATE SHARED WITH STAFF:- 18.1.21.

**CONTEXT**

From 5th January 2021 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

Schools must continue to have regard to the statutory safeguarding guidance, keeping children safe in education. [Keeping children safe in education (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf)

**This is an addendum to The Woodlands Community Primary School’s Safeguarding, and Child Protection policy**.

**The Woodlands Community Primary School**

Key contacts

Designated Safeguarding Lead – **Mr J. Baker (Headteacher)**

Deputy Designated Safeguarding Lead – **Ms S. Hodson (Home-School Link)**

Chair of Governors **- Mrs A. Wheeler** [safeguarding governor]

**Vulnerable children**

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

**The Woodlands Community Primary School** recognises that previously looked after children are a potentially vulnerable group who may not have a social worker and will consider the support and offer to this cohort of children. In particular, families and friend’s carers may need additional support. Some previously looked after children may still have significant emotional wellbeing needs linked to their journey into care. Education settings have a key role in supporting the stability of those children with special guardianship orders or in adoptive homes.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputies) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children’s social care support.

**The Woodlands Community Primary School** will continue to work with and support children’s social workers to help protect vulnerable children. This includes working with and supporting children’s social workers and the Local Authority virtual school head (VSH) for looked-after and previously looked-after children. We will work with social workers to ensure that Personal Education Plans (PEPs) for Looked After Children are up to date with the current education offer that looked after children are accessing.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and school will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, **The Woodlands Community Primary School** or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Our school will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK (www.gov.uk)

**Attendance monitoring**

Local Authorities and education settings do not need to complete their usual day-today attendance processes to follow up on non-attendance. The department has introduced a [daily online attendance form](https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings) to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the department on the number of children taking up places

**The Woodlands Community Primary School** and social workers will agree with parents/carers whether children in need should be attending school. **The Woodlands Community Primary School** will then follow up on any pupil that they were expecting to attend, who does not. They will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, **The Woodlands Community Primary School** will, when communicating with parents and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, **The Woodlands Community Primary School** will notify the relevant social worker.

In **The Woodlands Community Primary School** the optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online systems and liaising with the offsite DSL (or deputy) and as required liaising with children’s social workers where they require access to children in need and/or to carry out statutory assessments at the school.

It is important that all staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

**Critical workers**

Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors outlined in the following sections. Children with at least one parent or carer who is a critical worker can go to school or college if required, but parents and carers should keep their children at home if they can.

[Critical workers and vulnerable children who can access schools or educational settings - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision?utm_source=4%20January%202021%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19)

The full list can be found here:

This includes, but is not limited to, doctors, nurses, midwives, paramedics, social workers, care workers, and other frontline health and social care staff including volunteers; the support and specialist staff required to maintain the UK’s health and social care sector; those working as part of the health and social care supply chain, including producers and distributors of medicines and medical and personal protective equipment.

Education and childcare :-

* Childcare
* Support and teaching staff
* Social workers
* Specialist education professionals who must remain active during the coronavirus (COVID-19) response to deliver this approach

Key Public Services:-

* Those essential to the running of the justice system
* Religious staff
* Charities and workers delivering key frontline services
* Those responsible for the management of the deceased
* Journalists and broadcasters who are providing public service broadcasting

Local and national government. This only includes those administrative occupations essential to the effective delivery of:-

* The coronavirus (COVID-19) response, and the delivery of and response to EU transition
* Essential public services, such as the payment of benefits and the certification or checking of goods for import and export (including animal products, animals, plants and food), including in government agencies and arms length bodies

Food and other necessary good. This includes those involved in food:-

* Production
* Processing
* Distribution
* Sale and delivery
* As well as those essential to the provision of other key goods (for example hygienic and veterinary medicines)

Public safety and national security. This includes:-

* Police and support staff
* Ministry of Defence civilians
* Contractor and armed forces personnel (those critical to the delivery of key defence and national security outputs and essential to the response to the coronavirus (COVID-19) outbreak and EU transition)
* Fire and rescue service employees (including support staff)
* National Crime Agency staff
* Those maintaining border security, prison and probation staff and other national security roles, including those overseas.

Transport and border.

* This includes those who will keep the air, water, road and rail passenger and freight transport modes operating during the coronavirus (COVID-19) response and EU transition, including those working on transport systems through which supply chains pass and those constructing or supporting the operation of critical transport and border infrastructure through which supply chains pass.

Utilities, communication and financial services. This includes:-

* Staff needed for essential financial services provision (including but not limited to workers in banks, building societies and financial market infrastructure)
* The oil, gas, electricity and water sectors (including sewerage)
* Information technology and data infrastructure sector and primary industry supplies to continue during the coronavirus (COVID-19) response
* Key staff working in the civil nuclear, chemicals, telecommunications (including but not limited to network operations, field engineering, call centre staff, IT and data infrastructure, 999 and 111 critical services)
* Postal services and delivery
* Payments providers
* Waste disposal sectors

[Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision)

**Safeguarding and Reporting a concern**

Where staff have a concern about a child, they should continue to follow the process outlined in **The Woodlands Community Primary School’s** Safeguarding Policy.

<http://www.woodlands.staffs.sch.uk/website/safeguarding/432876>

Staff are reminded of the need to report any concern immediately and without delay. This may mean by email to the DSL/DDSL to ensure the concern is captured.

Where staff are concerned about an adult working with children in **The Woodlands Community Primary School**, they should report the concern to the Head Teacher. If there is a requirement to make a notification to the Head Teacher whilst away from the site, this should be done verbally and followed up with an email.

As the role of the Local Governing Body has been suspended during these unprecedented times, concerns around the Head Teacher should be directed to the. Community Academies Trust’s Safeguarding Lead or the Primary Director of the Trust. Details of these important contacts can be accessed by emailing enquiries@communityacademiestrust.org .

**The Woodlands Community Primary School** will continue to offer support in the process of managing allegations.

**Safeguarding Training and induction**

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing **Woodlands Community Primary School** staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child. This will include contact numbers and emails for DSLs/DDSLs if not on site.

Where new staff are recruited they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children’s workforce setting **OUTSIDE The Woodlands Community Primary School**, **The Woodlands Community Primary School** will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the original school confirms in writing that:

 • the individual has been subject to an enhanced DBS and children’s barred list check

 • there are no known concerns about the individual’s suitability to work with children

 • there is no ongoing disciplinary investigation relating to that individual

For movement amongst schools, then **The Woodlands Community Primary School** should seek assurance from the donor school that the member of staff has received appropriate safeguarding training. Upon arrival, they will be given a copy of the receiving setting’s Child Protection Policy, confirmation of local processes and confirmation of DSL arrangements.

**Safer recruitment/volunteers and movement of staff**

It remains essential that people who are unsuitable are not allowed to enter the children’s workforce or gain access to children. When recruiting new staff, **The Woodlands Community Primary School** will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where **The Woodlands Community Primary School** are utilising volunteers, **The Woodlands Community Primary School** will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

**The Woodlands Community Primary School** will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

**The Woodlands Community Primary School** will also continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA’s ‘Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing:

Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that **The Woodlands Community Primary School** is aware, on any given day, which staff/volunteers will be in **The Woodlands Community Primary School**, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, **The Woodlands Community Primary School** will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

**Online safety in The Woodlands Community Primary School**

Our school will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where pupils are using computers in **The Woodlands Community Primary School**, appropriate supervision will be in place.

**Children and online safety away from The Woodlands Community Primary School**

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per **The Woodlands Community Primary School’s** Child Protection Policy and where appropriate referrals should still be made to children’s social care and as required, the police. Online teaching should follow the same principles as set out in **The Woodlands Community Primary School** code of conduct.

**The Woodlands Community Primary School** will ensure that any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

**Supporting children not in The Woodlands Community Primary School**

**The Woodlands Community Primary School** is committed to ensuring the safety and wellbeing of all their Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in **The Woodlands Community Primary School**, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded as should a record of contact have made.

The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

**The Woodlands Community Primary School’s** DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate. **The Woodlands Community Primary School** will share safeguarding messages on its website and social media pages.

**The Woodlands Community Primary School** recognises that **the school** is a protective factor for children and young people, and that the current circumstances, can affect the mental health of pupils and their parents/carers. All **Woodlands Community Primary School** staff are aware of this in setting expectations of pupils’ work where they are at home.

**The Woodlands Community Primary School** will ensure that where they care for children of critical workers and vulnerable children on site, they ensure appropriate support is in place for them.

**Supporting children in The Woodlands Community Primary School**

**The Woodlands Community Primary School** is committed to ensuring the safety and wellbeing of all its pupils. Our pupils will continue to be a safe space for all children to attend and flourish. The Head Teacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

**The Woodlands Community Primary School** will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19. They will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

Where **The Woodlands Community Primary School** has concerns about the impact of staff absence – such as the Designated Safeguarding Lead or first aiders – they will discuss them immediately with the Primary Director of the Trust.

**Online safety in WOODLANDS PRIMARY SCHOOL**

We will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where pupils are using computers in WOODLANDS PRIMARY SCHOOL, appropriate supervision will be in place.

**Children and online safety away from school**

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children’s social care and as required, the police.

Online teaching should follow the same principles as set out in the online teaching and learning policy and ‘Zoom’ agreed guidelines.

WOODLANDS PRIMARY SCHOOL will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider IF there are virtual lessons, especially where webcams are involved:

* 1:1 and group online sessions to take place in a public area of the school with regular monitoring from staff
* Staff and children must wear suitable clothing, as should anyone else in the household.
* Any computers used should be in appropriate areas, for example, not in staff bedrooms; and the background should be blurred.
* Language must be professional and appropriate, including any family members in the background.
* Staff must only use platforms specified by senior leaders and approved by our IT network manager / provider to communicate with students
* Staff should note the length, time, date and attendance of any sessions held and report any safeguarding concerns.

The behaviour policy has an addendum for conduct in online lessons.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per WOODLANDS PRIMARY SCHOOL Child Protection Policy and where appropriate referrals should still be made to children’s social care and as required, the police. Online teaching should follow the same principles as set out in WOODLANDS PRIMARY SCHOOL code of conduct.

WOODLANDS PRIMARY SCHOOL will ensure that any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

**Delivering remote education safely**

Keeping children safe online is essential. https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online. Support on delivering online remote education safely is available from:

•[safe remote learning](file:///C%3A%5CUsers%5Cgordon.mcburnie.CHASETERRMIS%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CIELXUKG4%5Csafe%20remote%20learning) safe remote learning, published by SWGfL

• [online safety](file:///C%3A%5CUsers%5Cgordon.mcburnie.CHASETERRMIS%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CIELXUKG4%5Conline%20safety) online safety and safeguarding, published by LGfL, which covers safe remote learning

• the National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely [video conferencing](file:///C%3A%5CUsers%5Cgordon.mcburnie.CHASETERRMIS%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CIELXUKG4%5Cvideo%20conferencing)

• [safeguarding and remote education during coronavirus Covid-19](file:///C%3A%5CUsers%5Cgordon.mcburnie.CHASETERRMIS%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CIELXUKG4%5Csafeguarding%20and%20remote%20education%20during%20coronavirus%20Covid-19) safeguarding and remote education during coronavirus (COVID-19)

• annex C of keeping children safe in education [https://www.gov.uk/government/publications/keeping-children-safe-in-education--2](file:///C%3A%5CUsers%5Cgordon.mcburnie.CHASETERRMIS%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CIELXUKG4%5Ckeeping%20children%20safe%20in%20education)

**Supporting children not in school**

WOODLANDS PRIMARY SCHOOL is committed to ensuring the safety and wellbeing of all their Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in WOODLANDS PRIMARY SCHOOL, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded as should a record of contact have made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

WOODLANDS PRIMARY SCHOOL DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate. WOODLANDS PRIMARY SCHOOL will share safeguarding messages on its website and social media pages.

WOODLANDS PRIMARY SCHOOL recognises that school attendance is a protective factor for children and young people, and that the current circumstances, can affect the mental health of pupils and their parents/carers. All WOODLANDS PRIMARY SCHOOL staff are aware of this in setting expectations of pupils’ work where they are at home.

WOODLANDS PRIMARY SCHOOL will ensure that where they care for children of critical workers and vulnerable children on site, they ensure appropriate support is in place for them.

**Supporting children in school**

WOODLANDS PRIMARY SCHOOL is committed to ensuring the safety and wellbeing of all its pupils. Our pupils will continue to have a safe space for all children to attend and flourish. Our Governors and Head Teacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

WOODLANDS PRIMARY SCHOOL will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19. They will ensure that where we care for children of critical workers , vulnerable children and returning pupils on site, we ensure appropriate support is in place for them.

Where WOODLANDS PRIMARY SCHOOL has concerns about the impact of staff absence – such as the Designated Safeguarding Lead or first aiders – they will discuss them immediately with the Chair of Governors.

**Mental Health**

WOODLANDS PRIMARY SCHOOLare aware of the impact of the negative experiences and distressing life events on the mental health of children, parents and staff. We will, as we always have, ensure there is appropriate support and signposting to relevant support agencies in place, and also supporting those children who continue to work from home

Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust, either to a return to learning at home or being in school without their peers, and some may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be content with the change in circumstances.

The return to remote learning for most will limit pupils’ social interaction with their peers, carers and teachers, which may have an impact on wellbeing.

To support school staff to understand how coronavirus (COVID-19) is affecting children and young people’s mental health and wellbeing, and what they can do to look after, promote and support their own, other staff’s and children and young people’s wellbeing and mental health, the government has recently launched the [wellbeing for Education Return programme](file:///C%3A%5CUsers%5Cgordon.mcburnie.CHASETERRMIS%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CIELXUKG4%5Cwellbeing%20for%20Education%20Return%20programme)

Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need.)

Schools should also make sure that parents and pupils are aware of who in the school to contact if they have a new concern about mental health and wellbeing.

We should consider the provision of pastoral and extra-curricular activities to all pupils, including those learning at home (for example through online activities and assemblies), designed to:

* Support social engagement and maintaining friendships
* Address and equip pupils to respond to issues linked to coronavirus (COVID-19)
* Support pupils with approaches to improving their physical and mental wellbeing

We should consider how we are working with school nursing services to support the health and wellbeing of their pupils; school nursing services are continuing to offer support to pupils in school and working remotely– school nurses as leaders of the healthy child programme can offer a range of support including:

* support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues
* support for pupils with additional and complex health needs
* supporting vulnerable children and keeping children safe Schools and school nurses need to work together to ensure delivery of the [healthy child](file:///C%3A%5CUsers%5Cgordon.mcburnie.CHASETERRMIS%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CIELXUKG4%5Chealthy%20child) programme (which includes immunisation), identifying health and wellbeing needs which

**Peer on Peer Abuse**

**The Woodlands Community Primary School** recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Where **The Woodlands Community Primary School** receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within **The Woodlands Community Primary School** Child Protection Policy. Our school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.

Concerns and actions will be recorded and appropriate referrals made.

**USEFUL CONTACT NUMBERS**

**FIRST RESPONSE PHONE NUMBER :- 08001313126**

**DUTY LADO :- Contact First Response, 0800 1313126**

**NSPCC :- 0808 800 5000**

virtual.school@staffordhsire.gov.uk