SAFEGUARDING AND WELLBEING OF STUDENTS AT CANOPY FOREST SCHOOL 2026-2027

CANOPY FOREST SCHOOL

CANOPY FOREST SCHOOL

SAFER RECRUITMENT POLICY 1

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

The safe recruitment of freelance staff at Canopy Forest School is the first step to safeguarding and promoting the welfare of children who attend our sessions. Canopy Forest School is committed to safeguarding and promoting the welfare of all students in its care. Canopy Forest School expects all freelance staff and volunteers to share this commitment.

To make sure we recruit suitable freelance Forest School practitioners, we will ensure that those involved in the recruitment will have received safer recruitment training. The aims of this Safer Recruitment Policy is to help deter, reject or identify people who might abuse pupils or who are otherwise unsuited to working with them, by having robust freelance staff appointment processes and procedures in place.
The aims of Canopy Forest School's Safer Recruitment Policy are as follows:

- To ensure that Canopy Forest School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks:

- To ensure compliance with all relevant legislation, recommendations and guidance including the statutory guidance published by the Department for Education (DfE), Keeping Children Safe in Education - September 2021 (KCSIE), the Prevent Duty Guidance for England and Wales 2015 (the Prevent Duty Guidance) and any guidance or code of practice published by the Disclosure and Barring Service (DBS)
- To ensure that the best possible freelance staff are recruited on the basis of their merits, abilities and suitability for the position
- To ensure that all job applicants are considered equally and consistently
- To ensure that no job applicant is treated unfairly on any grounds including race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age

Any Canopy Forest School staff involved in the recruitment and selection of staff are responsible for familiarising themselves with and complying with the provisions of this policy.

Canopy Forest School has a principle of open competition in its approach to recruitment and will seek to recruit the best applicant for the job. The recruitment and selection process should ensure the identification of the person best suited to the job at Canopy Forest School are based on the applicant's abilities, qualifications, experience and merit as measured against the job description and person specification.

The recruitment and selection of freelance staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, relevant safeguarding legislation and statutory guidance.

If a member of staff involved in the recruitment process has a close personal or familial relationship with an applicant, they must declare it as soon as they are aware of the individual's application and avoid any involvement in the recruitment and selection decision making process.

Canopy Forest School aims to operate this procedure consistently and thoroughly while obtaining, collating, analysing and evaluating information from and about applicants applying for freelance job vacancies.

Roles and Responsibilities
It is the responsibility of Canopy Forest School to:

- Ensure Canopy Forest School has effective policies and procedures in place for recruitment of all staff and volunteers in accordance with DfE guidance and legal requirements and to monitor Canopy Forest School's compliance with them

CANOPY FOREST SCHOOL

SAFER RECRUITMENT POLICY 2

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

It is the responsibility of any freelance staff involved in recruitment to:

- Ensure that Canopy Forest School operates safe recruitment procedures and ensures all appropriate checks are carried out on all staff and volunteers who work for Canopy Forest School.
- To promote the welfare of children and young people at every stage of the procedure
- Monitor contractors' and freelance staff compliance within safeguarding
- Ensures that at least one member of the recruitment panel is in receipt of up-to date safer recruitment training (compliance – training to be updated every three years)

Canopy Forest School has delegated responsibility to Emma Clode to lead on all appointments.

All freelance staff contracted by Canopy Forest School are required to have an enhanced DBS check and a Children's Barred List check.

If Canopy Forest School has concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff.
We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- we believe the individual has engaged in relevant conduct; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- The 'harm test' is satisfied in respect of the individual (i.e., they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

To ensure equality of opportunity, Canopy Forest School will advertise all vacant posts to encourage as wide a field of applicant as possible; normally this entails an external advertisement. Any advertisement will make clear Canopy Forest School's commitment to safeguarding and promoting the welfare of children and that safeguarding checks will be carried out.

All documentation relating to applicants will be treated confidentially in accordance with General Data Protection Regulations (GDPR). Advertised roles will make clear the safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children.

Canopy Forest School uses its own application form and all applicants for employment will be required to complete an application form containing questions about their academic and full employment history and their suitability for the role. In addition, all applicants are required to account for any gaps or discrepancies in employment history. Incomplete application forms will not be shortlisted. CVs will not be accepted as a standalone overview of employment history.

The application form will include the applicant's declaration regarding convictions and working with children and will make it clear that the post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. . Therefore, any convictions and cautions that would normally be considered 'SPENT' must be declared when applying for any position within Canopy Forest School.

It is unlawful for Canopy Forest School to employ anyone who is barred from working with children. All applicants will be made aware that providing false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and referral to the police and/or the DBS.

CANOPY FOREST SCHOOL

SAFER RECRUITMENT POLICY 3

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

The application pack will include a link to Canopy Forest School Handbook. Applicants will be required to provide the following information:

- Personal details, current and former names, current address and national insurance number;
- Details of their present (or last) employment and reason for leaving;
- Full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment;
- Qualifications, the awarding body and date of award;
- Details of referees/references (see below for further information); and
- A statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post advertised and how they meet the person specification

A job description is a key document in the recruitment process and must be finalised prior to taking any other steps in the recruitment process. It will clearly and accurately set out the duties and responsibilities of the job role.
The person specification is of equal importance and informs the selection decision. It details the skills, experience, abilities and expertise that are required to do the job.

Shortlisting
Canopy Forest School shortlisting process will include at least two people and will consider any inconsistencies and look for gaps in employment and reasons given for them, and explore any potential concerns.
Shortlisted candidates are asked to complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes;

- Whether they are included on the barred list
- Whether they are prohibited from teaching
- Information about any criminal offences committed in any country in line with the law as is applicable to England and Wales
- Any relevant overseas information
- If they are known to the police and children's social care
- Whether they have been disqualified from providing childcare

Candidates are asked to sign a declaration confirming the information they have given provided is true. If the declaration is signed electronically, the candidate will be asked to physically sign a hard copy of the application form at the point of interview.
Following updated guidance in Keeping Children Safe in Education; Canopy Forest School will undertake an online check. See supporting document 'Online Check for Shortlisted Candidates'.

References
We will seek references after an interview before appointment. All offers of employment will be subject to the receipt of a minimum of two references which are considered satisfactory by Canopy Forest School. One of the references must be from the applicant's current or most recent employer and be completed by a senior person with appropriate authority. If the current / most recent employment does / did not involve work with children, then the second reference should be from the employer with whom the applicant most recently worked with children. The referee should not be a relative. References will always be sought and obtained directly from the referee and their purpose is to provide objective and factual information to support appointment decisions. All referees will be asked whether they believe the applicant is suitable for the job for which they have applied and whether they have any reason to believe that the applicant is unsuitable to work with children. Any discrepancies or anomalies will be followed up and direct contact by phone will be undertaken to verify references. . If a candidate is not currently in employment – verification of the individuals most recent employment will be obtained

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SAFER RECRUITMENT POLICY 4

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Interviews

There will be a face-to-face interview with Emma Clode who has undertaken formal Safer Recruitment Training. The interview process will explore the applicant's ability to carry out the job description and meet the person specification. It will enable Canopy Forest School to explore any anomalies or gaps which have been identified in order to satisfy themselves that the chosen applicant can meet the safeguarding criteria (in line with Safer Recruitment Training), find out the candidate's motivation for working with children and discuss relevant experience. Any information in regard to past disciplinary action or allegations, cautions or convictions will be discussed and considered in the circumstance of the individual case during the interview process, if it has not been disclosed on the application form. All information considered and decisions made will be recorded. Canopy Forest School will retain all interview notes on all unsuccessful candidates for a period of 6 months.

If it is decided to make an offer of freelance employment following the formal interview, any such offer will be conditional on the following:

- The agreement of a mutually acceptable start date and the signing of a contract
- Verification of the applicant's identity;
- The receipt of two references (one of which must be from the applicant's most recent employer) which Canopy Forest School considers to be satisfactory;
- Confirmation that candidates are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.
- Confirmation that candidates are not subject to a prohibition order if they are to be employed in a teaching role
- Verification of the applicant's mental and physical fitness for the role;
- Verification of the applicant's right to work in the UK. Note: school will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards;
- Verification of professional qualifications which Canopy Forest School deems a requirement for the post, or which the applicant otherwise cites in support of their application.

Induction Programme

All new employees will be given an induction programme which will clearly identify Canopy Forest School's policies and procedures, including the Child Protection Policy, the Code of Conduct and Part One of KCSIE2021, and make clear the expectations which will govern how staff carry out their roles and responsibilities.

Single Central Record

Canopy Forest School maintains a Single Central Record which contains details of the following:

- All freelance employees who are employed to work at Canopy Forest School
- All volunteers and visitors

A letter of Assurance

Canopy Forest School will always give each School that we work within A Letter of Assurance about Canopy Forest School staff that are working within their grounds.

SAFEGUARDING POLICY 1

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

This safeguarding policy is the foundation of our safeguarding culture at Canopy Forest School. It will describe our values and attitudes and roles and legal responsibilities to safeguard and promote the welfare of all children at our Forest School. All staff, volunteers and visitors will be asked to read this policy alongside our code of conduct and staff behaviour, child protection and health and safety policies. The attitudes and practices within these key documents set out our organisation's expectations that are to be lived and breathed by everyone.

Canopy Forest School believes that it is always unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people, by a commitment to practice which protects them.

We recognise that:

- The welfare of the child/young person is paramount
- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation, or identity, have the right to equal protection from all types of harm or abuse
- Working in partnership with children, young people, their parents, carers and other organisations is essential in promoting young people's welfare.

The purpose of the policy is:

- To safeguard children and young people who receive Canopy Forest School's services, including the children of adult members or users
- To provide staff and volunteers with guidance on procedures they should adopt if they suspect a child or young person may be experiencing, or be at risk of, harm.
- This policy applies to all staff, including, paid staff, volunteers and sessional workers, agency staff, students or anyone working on behalf of Canopy Forest School.

Roles and legal responsibilities

At Canopy Forest School all of our policies and procedures sit within the legislative and statutory and non-statutory guidance safeguarding framework. The key legislation and guidance that we follow are:

- **The Children Act 1989**
- **The Children Act 2004**
- **The Children's wellbeing and Schools Act 2026**
- **Human Rights Act 1998**
- **The Equality Act 2010**
- **Working Together to Safeguard Children 2026**
- **Keeping Children Safe in Education 2026**
- **Early Help System Guide 2022**
- **Non-school alternative provision voluntary national standards**

All members of staff will need to be familiar with these key documents and our minimum requirement is to read and understand Part 1 and annex A of "Keeping Children Safe in Education 2026" . We also ask that staff undertake "Prevent Training" as according to government guidance all frontline staff should be trained to understand what radicalisation means, who may be vulnerable, what measures are available to prevent people and how to obtain support. Canopy Forest School will help all members of staff to access and complete this training and our "Safeguarding Folder" which contains relevant up to date information is always available to take away and read. We also ensure that we start every academic year with up-to-date inhouse safe guarding training and have an induction process for all new members of staff.

It is essential that all members of staff are provided with up-to-date knowledge and understanding of:

- The types of maltreatment a child might experience,
- Who may have additional vulnerabilities
- Signs that might indicate a child is experiencing maltreatment
- Reasons a student might not disclose information
- How to share safeguarding and child protection concerns
- National and local arrangements for safeguarding and child protection.

Armed with this knowledge our staff can ensure that they can confidently safeguard and look after the wellbeing and welfare of all our students.

SAFEGUARDING POLICY 2

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Our values and attitudes towards safeguarding

At Canopy Forest School we have an effective culture of safeguarding which provides an environment designed to safeguard all students. This includes both physical aspects of the environment and cultural and behavioural elements. We create a safe environment and seek to safeguard children and young people by:

- Valuing them, listening to them and respecting them
- Ensuring students feel physically safe and secure, making sure that they are always well supervised
- Empowering students to recognise when they need help and giving them the confidence to seek support when they need it
- Promoting the benefits of positive wellbeing
- Providing students with the tools they need to keep themselves safe
- Ensuring that all forms of maltreatment are deemed unacceptable and have clear consequences, including sexual harassment, sexual violence and child on child abuse
- Creating an inclusive and respectful culture, where discriminatory language or behaviour is deemed unacceptable
- Producing clear procedures and a code of conduct for staff and volunteers
- Encouraging effective and healthy relationships and behaviours from all forms of harm. Safeguarding is at the heart of our settings ethos, practices and procedures.
- Auditing our safeguarding practices annually
- Writing an annual safeguarding Action Plan
- Recruiting staff and volunteers safely, ensuring all necessary checks are made
- Sharing information about safeguarding procedures and good practice with children, parents, staff and volunteers
- Sharing information about concerns with organisations who need to know, and involving parents and children appropriately
- Providing effective management for staff and volunteers through supervision, support and training.
- We are also committed to reviewing our policy and good practice annually.
- A culture of safeguarding at Canopy Forest School means **striving** to create environments and cultures which keep all our students safe.

Canopy Forest School provides an environment where:

- All student's wellbeing and welfare is promoted through effective practices, policies and procedures.
- Effective safeguarding is embedded within each and every aspect of the setting-it is understood by all, practised and constantly revisited.
- We have clear policies and procedures in place for Health and safety, GDPR, Confidentiality and parental consent, Equal opportunities, Additional needs and Behaviour.

At Canopy Forest School we are particularly aware of any of our students who may have additional vulnerabilities. If deemed necessary we will create individual motivation plans for these students and we carefully monitor their wellbeing. These students will be identified to all members of staff. Students with additional vulnerabilities are those who may be more likely to have the potential need for early help for example they may be:

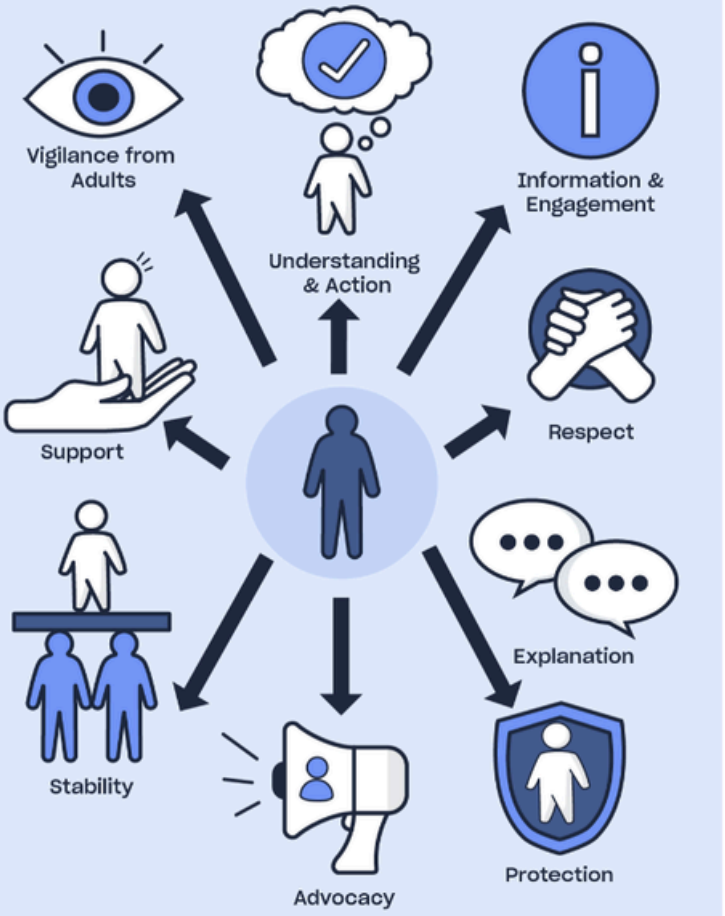
- Disabled and or have additional needs, Special Educational Needs (SEN)/Learning Difficulties and Disabilities (LDD).
- On a Health Care Plan
- Looked after children
- Children and young people living in poverty
- Excluded pupils, and those at risk of exclusion
- Pupils with behaviour and attendance issues
- Gypsy, Roma and Traveller pupils
- Asylum seekers, refugees and new migrants
- Young offenders
- Young people with mental health issues and medical needs
- Young people not in Education, Employment or Training (NEET)
- Teenage parents
- Living with a family member in prison
- Showing signs of being drawn into criminal/anti-social behaviour/ involvement in gangs
- Be at risk of being radicalised/exploited
- Have family circumstance presenting challenges for the child such as drug misuse, mental health issues, alcohol misuse, domestic violence/abuse
- Misusing drugs or alcohol themselves

Our approach to safeguarding and promoting the welfare and wellbeing of our students is seen as being the responsibility of every member of staff, volunteer, or regular visitor to our Forest School.

This means that everyone should be confident in:

- Recognising child welfare issues
- How to raise concerns,
- Sharing information with others and referrals
- Contributing towards plans and discussions about a child
- Challenging poor practice in the workplace.
- Regularly auditing our safeguarding provision
- Following a safeguarding action plan

Canopy Forest School follows safer recruitment processes and these help us to build and maintain our effective safeguarding culture. Please also refer to our safer recruitment policy (p95)



In Working Together, children said that they needed the following from an **effective** safeguarding system:

- **Vigilance**: to have adults notice when things are troubling them.
- **Understanding and action**: to understand what is happening, to be heard and understood and to be taken seriously.
- **Stability**: to be able to develop an ongoing stable relationship of trust with those helping them.
- **Respect**: to be treated with the expectation that they are competent rather than not.
- **Information and engagement**: to be informed about and involved in procedures, decisions, concerns and plans.
- **Explanation**: to be informed of the outcome of assessments and decisions, and reasons why their views have not met with a positive response (if applicable).
- **Support**: to be provided with support in their own right as well as within their family unit.
- **Advocacy**: to be provided with advocacy to assist them in putting forward their views.
- **Protection**: to be protected against all forms of maltreatment and discrimination, and have the right to special protection and help (if a refugee).

Responsibilities

Remember that safeguarding children is **everyone's** responsibility, regardless of profession. This means that everyone in your setting or organisation should:



Be alert to and recognise child welfare issues.



Raise concerns.



Share information with others where necessary.



Make referrals when appropriate.



Contribute towards any plans and decisions about a child, if necessary.



Challenge poor practice in the workplace.

Safe Guarding Auditing Tools we use 2026-27

NSPCC Learning

Safeguarding and child protection self-assessment tool

Our free self-assessment tool will help your **school** or **organisation** audit current safeguarding and child protection arrangements. The tool will also help to identify areas for development and support you in making any changes necessary.

Register now

Start using our free tool to help audit your safeguarding arrangements.

Register now ›

Already registered? Please sign in

Child protection consultancy

Our expert safeguarding and child protection consultants can work with you to identify clear steps your school or organisation can take to help keep children safe.

Talk to our experts

Hampshire Safeguarding Children Partnership

Audit Tool – Overall Effectiveness of Safeguarding Procedures

This audit tool is intended for **internal use only** and should not be submitted as part of the audit return. All returns should be submitted electronically **on the audit return form** which can be accessed either via the hyperlink on the website. The audit return achieve form is required to be submitted by **30 September.** Once you have submitted the audit return, you will receive a copy of your response to the email address entered on the form.

The additional "Audit guidance" which is accessible from the audit website highlights the relevant government guidance each question is based on along with some suggested questions that can be used to evidence the requirement.

Please remember that the following questions refer to on-line as well as face to face activity

	Yes	No	In Part	Evidence	Impact	Action Points
1. Culture						
a. Can the setting demonstrate:						
i. an open culture and ethos where safeguarding is an important part of everyday life?						
ii. that learning from safeguarding training is embedded across the activities of the setting?						
iii. a culture of "it could happen here"?						
iv. Staff can demonstrate appropriate levels of professional curiosity?						
v. Settings have identified and addressed any barriers to making disclosures and everyone feels they can talk freely about their concerns, believing that they are listened to and valued?						

Safe Guarding Action Plan 2026-27

Safeguarding Action Plan Canopy Forest School 26-27

Date updated: 29th August 2026

Actions	Priority level	Lead	Resources required	Target date	Tick when done
Policy and Procedures Safeguarding policy developed, approved, and put into effect	High	Emma Clode	Handbook of policies shared with all staff and additional resources	Sep 26	☐
Procedures to assess and manage risk developed and put into effect	High	Emma Clode	Share with all staff our procedures to assess and manage risk- whole staff meeting	Sep 26	☐
Complementary policies, e.g. proactive reporting (whistleblowing), in place	Medium	Emma Clode	Policies written and updated	Aug 26	☐
Code(s) of conduct developed, approved, and put into effect	High	Emma Clode	Code of conduct read and agreed and signed by each member of staff	Sep 26	☐
Staff Training and Education Safeguarding induction for all new staff	High	Emma Clode	Handbook of policies shared with all new staff	Sep 26	☐
Safeguarding updates and policies and procedures agreed	High	Emma Clode	All staff training on our procedures and new 2026 KCSIE	Sep 26	☐
New DSL training for staff members	Medium	Credited agency for DSL training	Course booked and agreed	Oct 26	

Actions	Priority level	Lead	Resources Required	Target date	Tick when done
Leadership and Governance New DSL training for staff members	Medium	Credited agency for DSL training	Course booked and agreed	Oct 26	☐
Reporting and Response Procedure to manage safeguarding cases and the pathways mapped and agreed developed and put into effect	High	Emma Clode	Share our reporting mechanisms for safeguarding concerns in whole staff meeting	Sep 26	☐
Clear reporting mechanisms for safeguarding concerns developed, promoted, and put into effect	High	Emma Clode	Share our reporting mechanisms for safeguarding concerns in whole staff meeting	Sep 26	☐
Share our reporting mechanisms for safeguarding concerns in whole staff meeting	High	Emma Clode	Share our reporting mechanisms for safeguarding concerns in whole staff meeting	Sep 26	☐
					☐
Safer Recruitment Safer recruitment policy and procedures developed and put into effect	Medium	Emma Clode	Writing policy	Aug 26	☐
Risk Assessments Crisis management plan developed, shared and implemented	High	Emma Clode	Develop crisis plan	Aug 26	☐
Monitoring and evaluation approach in place	Medium	Emma Clode Whole staff discussions	Discussions with staff	Continuous	☐
Safeguarding communication plan developed and put into effect	High	Emma Clode	Develop communication plan	Aug 26	☐
					☐
Add in any additional actions you identify					☐

CHILD PROTECTION POLICY: REPORTING AND RECORDING SAFEGUARDING CONCERNS 1

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

We understand the difference between safeguarding and child protection. Safeguarding being what we do to prevent harm and child protection is the way that we respond to harm.

At Canopy Forest School we have a strong safeguarding culture. We accept that issues can, and may well, occur in our setting. Through the long-term process of Forest Schools, we aim to build trust and meaningful relationships between the adults and the children. Therefore, the nature of Forest Schools means that disclosures are more likely. Quite often students feel that the Forest School environment is a safe place to share information about their welfare. This information must always be taken seriously, We use professional curiosity to explore and understand what is happening within a family -rather than making assumptions or accepting things at face value and then critically evaluate any information we receive and maintain an open mind. We understand the need to respond to all safeguarding and child protection concerns including low-level concerns, Any information shared or any concern raised is always recorded in our "child protection book" which is brought on-site each session and kept with the Forest School Leader. Alongside our record keeping book we also bring our safeguarding folder to each session which contains key resources, helpful advice and crib sheets.

All staff have a responsibility to safeguard children and be able to identify children who may be at risk or need support services.

- Canopy Forest School a designated member of staff who has a lead role for safeguarding children at every school site we work at.

All staff must ensure that they understand the safeguarding procedures and know who the named or designated person is:

Emma Clode is the main Safeguarding Lead and will be supported by Suzie Mclldoon and Sarah Perrin once they have completed their DSL training. They will support all staff with any safeguarding concerns. The School will also be informed about our concerns. However, this should not preclude a direct referral to the Hampshire and Isle of Wight Multi Agency Safeguarding Hub (MASH) particularly if there is any element of immediate risk.

Any member of staff or volunteer who finds themselves with a student telling them something which concerns them should follow these steps;

- Stay calm and level-headed
- Reassure the student
- Listen, do not interrupt especially if the student is talking freely,
- If questions are needed to clarify understanding, they should be framed in an open manner, in order to not lead the student in any way.
- Give the child time to talk and do not probe or ask leading questions. Investigation is not your responsibility. Examples of questions you could ask include; **Tell me mo**re about that, **explain th**e situation to me and **describe** that to me. (T.E.D)
- Let them know you are taking them seriously
- Remember that you must not promise to keep a secret
- Tell them what will happen next
- ·All concerns about a student should be reported and recorded in writing in the "child protection book". Keep an accurate, written record of the conversation, including the date, the time, the place the conversation occurred in and the essence of what was said and done by whom and in whose presence.
- Keep the record secure and hand it to Emma Clode, Sarah Perrin or Suzie Mclldoon (once they have completed their DSL training) the DSL's at Canopy Forest School.

Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment, or implementing child protection plans

CHILD PROTECTION POLICY: REPORTING AND RECORDING SAFEGUARDING CONCERNS 2

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

The DSL, Emma Clode will then respond to the concerns shared and triage them to decide what the most appropriate course of action might be. The following documents will be used to inform the response:

- Hampshire safeguarding children partnership threshold documents
- Hampshire safeguarding children partnership toolkits

If there is immediate risk of significant harm please call 999 and ask for the Police.

Referrals must always be made to MASH using the inter-agency referral form if there are signs that a child under the age of 18 years, or an unborn baby;

- Is suffering or has suffered abuse and/or neglect
- Is likely to suffer abuse and/or neglect
- (With knowledge of a person with parental responsibility) would be likely to benefit from family support services.
- Our designated Safe Guarding Leads at Canopy Forest School will support you in contacting the MASH to make a referral. They will be familiar with the procedure and will be able to advise you. The timing of referrals must reflect the perceived risk and should normally be within one working day of recognition. If, for any reason, you cannot contact the designated or named person in your agency you should contact the MASH directly.
- A referral should be made using the IARF inter-agency referral form
- Do not share information with the suspected abuser if this could increase the risk to the child
- Seek advice from your line manager or from the MASH
- Do not share suspicions or information with any other person other than your line manager, Children's Social Care and the Police. Information given to Children's Social Care or the Police will be taken seriously, handled sensitively and shared only on a 'need to know' basis. If you have any concerns about an adult's behaviour towards children or young people (not an employee or volunteer working for the agency):
- Do not ignore it – the service will take any concerns very seriously.
- Do not confront the adult but seek the advice of the Designated or Named person. If they are not available

Useful Links

Hampshire, Isle of Wight, Portsmouth and Southampton procedures

Welcome | Hampshire, Isle of Wight, Portsmouth and Southampton (hipsprocedures.org.uk)

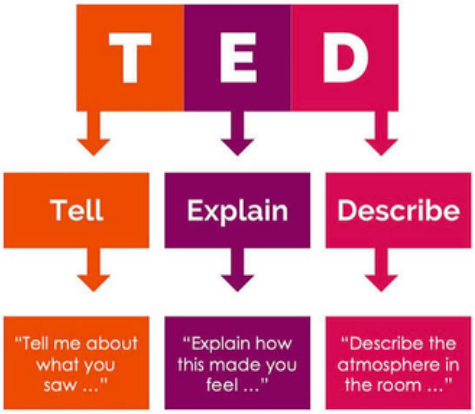
'Working Together to Safeguard Children 2026', HM Government

Working Together to Safeguard Children 2026 (publishing.service.gov.uk)

Useful Telephone Numbers

- Children's Social Care Professionals line 01329 225379
- Children's Social Care Public line 0300 555 1384
- Children's Social Care (out of hours) 0300 555 1373
- Hampshire Police 101/ 999
- NSPCC Child Protection Helpline: 0808 800 5000
- Child-Line: 0800 1111
- MASH-Multi, Agency, Safeguarding, Hub-phone 0300 555 1384 during office hours 8:30am to 5pm Monday to Thursday, 8:30am to 4:30pm on Friday
- phone 0300 555 1373 at all other times to contact the Out of Hours service

If an allegation is made, or a concern arises, about a member of staff or volunteer, ensure that the DSL is informed immediately who will contact the Local Authority Designated Officer (LADO) using the initial enquiry form. The LADO is available to provide advice or support in any allegations process. Please also see our policy on (allegations against an employee p?)



CANOPY FOREST SCHOOL

Listen to the young person and do not promise total confidentiality.

Keep calm, do not ask leading questions, say encouraging things.

Allow the young person to finish in their own time, and let them know what you will do next.

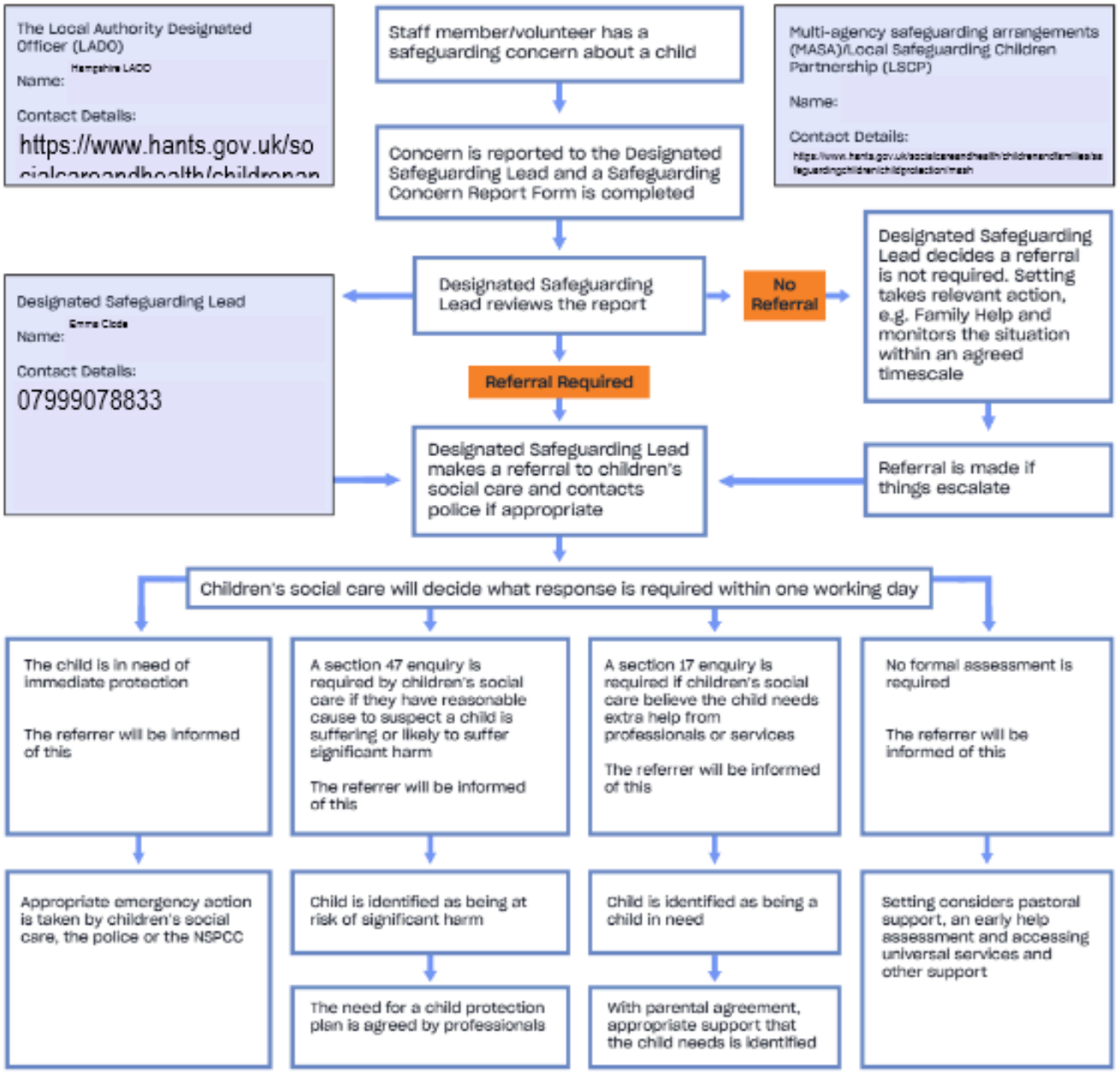
Immediately inform the Safeguarding Officer who will deal with the matter.

Fill in a "Concern Form" and give to your Safeguarding Officer.

Safeguarding Officer to meet with relevant staff members involved and use the information as the basis of a discussion about appropriate action.

Take Action
i.e. referral to Social Services or other appropriate course of action.

Flowchart of procedures for responding to safeguarding concerns



- Emergency services: 101 or in an emergency 999
- Lead DSL: Emma Clode 07999078833
- Assistant DSL's from October 2026: Sarah Perrin (Kings Worthy) 07896 202696 , Suizie Mclldoon (Romsey) 07771332557
- MASH: phone 0300 555 1384 during office hours 8:30am to 5pm Monday to Thursday, 8:30am to 4:30pm on Friday
- phone 0300 555 1373 at all other times to contact the Out of Hours service
- LAD0: https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/allegations

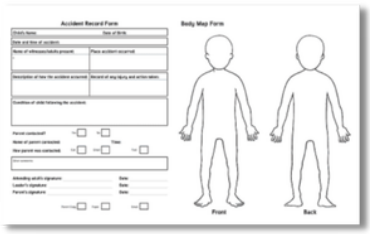
Responding to a Disclosure

If a child makes a disclosure:

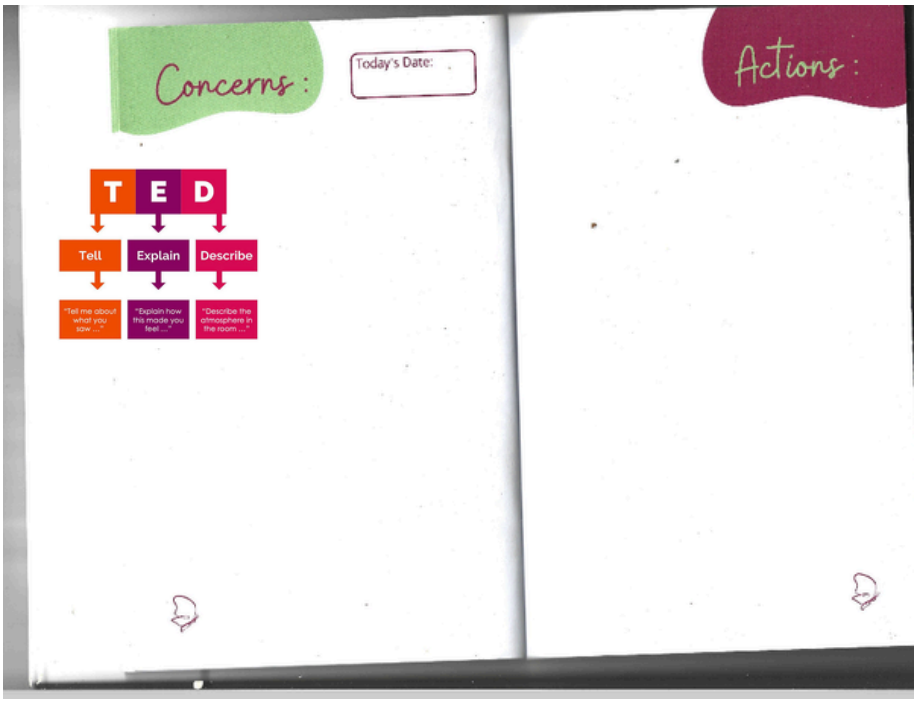


Do	Don't
Remain calm and level-headed	Promise to keep secrets
Reassure the child	Rush the child's account
Listen carefully and actively	Ask leading questions or try to interview the child
Let them know that you are taking what they say seriously	Make assumptions
Tell them what will happen next	Show that you are upset or angry
Make a note of exactly what they have told you as soon as possible	Show disbelief or dismiss them
Share the concern following procedure	Talk negatively about the potential abuser

Recording Form







1.Record any concerns in our Canopy Forest School Safe guarding book so we have a record of concerns and actions include the following information

- **Date:** of the incident/observation
- **Nature of the concern:**Clear description of what happened or what you observed
- **Specific facts:** Exact dates, times, and locations of the incident or observation.
- **Direct statements:** What the person said, using their exact words if possible (avoid paraphrasing direct disclosures).
- **Stick to observable facts** (e.g., physical marks, specific behaviors, changes in demeanor) rather than personal assumptions or emotions
- **Background information:** Any relevant history, current personal circumstances, or ongoing changes in routine.
- **Witnesses:** Names of any other people who saw, heard, or were involved in the event.
- **Immediate action taken:** Steps you already took to ensure safety or emergency services contacted

2. Let the DSL know that you have written in the book and phone, email or take a copy of the page in the book so that they can let the school know and it can go on their CPOMS system this must be done within 24 hours
3. If there is immediate risk of significant harm please call 999 and ask for the Police.

How Concerns Might Be Raised

There are several ways in which an adult might be alerted to a potential concern, including:



Witnessing something first hand, such as:

- Noticing physical signs of maltreatment.
- Noticing circumstances that might indicate maltreatment - for example, a regular lack of school uniform, or consistently arriving at school hungry.
- Noticing a change in behaviour or signs of mental health difficulties in a child.
- Having concerns about the way another adult behaves towards a particular child.
- Witnessing child on child abuse - including bullying or sexual harassment.

Receiving information from another source, such as:

- Being directly alerted to information by a parent or carer, professional or other adult.
- Overhearing someone else voicing concerns - for example, other children talking about child on child abuse, or parents and carers discussing an issue.
- A disclosure from a child - this could be an intentional disclosure or a child mentioning something that alerts you to a potential concern.

It is essential to respond to any concerns appropriately, no matter how they come to light.

All adults within your organisation should be aware of the ways in which they might learn about a potential concern. They should be encouraged to share any concerns with you and know the procedures to follow in order to do so.

Children's Responses to Maltreatment

There may be many reasons for the behaviours on this slide occurring, but it is important to consider whether or not they reflect a child protection concern.



Potential behavioural responses to maltreatment can include:

- Self-harming behaviour.
- Impulsive and aggressive behaviour.
- Developmental regression, including wetting, soiling and child-like behaviour in older children.
- Irritability or intolerance of others.
- Withdrawn behaviour, isolation or a sense of alienation.
- Difficulties with trust.
- Problems relating to others or developing relationships.
- Lack of interpersonal boundaries.
- Going missing from home or school.
- Actively seeking out risk and danger.
- Showing a lack of autonomy or initiative.
- Developing antisocial behaviour and starting to show a disregard for social rules (disinhibition).
- Pregnancy and sexually-inappropriate behaviour and knowledge for their developmental age.

Why Children Don't Disclose Information

Adults often presume that children will tell them when something is wrong. However, many children won't ever say anything about what is happening to them - for a variety of potential reasons. They may:



Not realise that it is maltreatment - they may think it is normal.



Be hoping that the maltreatment will stop.



Feel guilty or to blame for the maltreatment.



Be embarrassed or ashamed.



Worry that they won't be believed.



Be afraid of the consequences or have been threatened with violence - to them or their family.



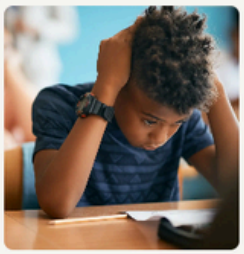
Be unable to disclose (for example, due to their age or communication difficulties).



Love, or think they love, their abuser.

Other Safeguarding Issues

It is also important that you and your staff are aware of the following issues, which can potentially lead to inequalities in the way children are safeguarded or protected.



Unconscious bias

Unconscious bias is when we make judgments and assessments of people and situations without realising it. Our background, personal experiences, societal stereotypes, media and culture can all unconsciously **impact our decisions and actions**.

When working with children, it is important to acknowledge and interrogate our unconscious biases, as **they can affect our ability to fulfil our safeguard and protect children effectively**. Unconscious bias could cause you to overlook potential indicators or respond to concerns differently.



Adultification

This refers to children from certain groups being perceived as more 'grown up' or more adult. This is known to particularly affect Black children and children from Asian and other minority communities.

This type of unconscious bias can lead to **children not being viewed as children.** Instead, they are viewed as being responsible and able to look after themselves - **rather than being at risk or in need of protection**. This can mean that concerns are not reported and support is not given, resulting in safeguarding and child protection responsibilities not being fulfilled properly.

Types of maltreatment

Full definitions taken from Working Together to Safeguard Children:

Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Sexual abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
Neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: a. provide adequate food, clothing and shelter (including exclusion from home or abandonment) b. protect a child from physical and emotional harm or danger c. ensure adequate supervision (including the use of inadequate caregivers) d. ensure access to appropriate medical care or treatment It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Types of maltreatment

What is child maltreatment?

Child maltreatment is the abuse and neglect of children. It encompasses all forms of ill-treatment, abuse, neglect and exploitation. Child maltreatment can seriously impair a child's health, dignity and development.

What is abuse?

Abuse is where a child is treated cruelly, violently or forcefully by an adult or another child, causing harm or distress. Abuse is a form of maltreatment. Children can be at risk of abuse in the home, in social situations and online.

Physical abuse

Physical abuse is intentionally causing bodily injury. Examples include hitting, shaking, poisoning and burning. It can also involve the fabrication of a child's illness by their parents or carers.

Sexual abuse

Sexual abuse is forcing or enticing a child to engage in sexual activities. The abuse may not involve violence and the child might not be aware of what is happening. Sexual abuse includes physical contact and/or non-contact acts – such as involving children in the production of sexual images.

Emotional abuse

Emotional abuse is the ongoing emotional maltreatment of a child. Examples include being unable to express opinions, overprotection and serious bullying. Emotional abuse can have a hugely adverse impact on a child's emotional and social development.

Neglect

Neglect is where someone fails to prevent harm from happening to a child. Examples of neglect include failing to provide adequate supervision for a child or being unresponsive to a child's basic needs.

You can find the full definitions of the main categories of abuse, as stated in Working Together to Safeguard Children, at the end of this document.

Below are some other specific types of safeguarding/child protection issues that all staff should be aware of:

Child on child abuse

Child on child abuse is when children abuse other children. It can involve bullying, physical abuse, sexual violence or harassment, the consensual and non-consensual sharing of images and videos and causing someone to engage in sexual activity without consent. Child on child abuse can happen online and in person. A further example of child on child abuse includes initiation or hazing. These are activities involving abuse, harassment and/or humiliation as a way of initiating a child into a group.

> *The Department of Health defines bullying as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'*

Domestic abuse

Domestic abuse is when a child sees, hears or experiences the impact of abuse in their own home. It can be an isolated event or a pattern of incidents. A child might also experience domestic abuse in their own relationship. (This is sometimes referred to as teenage relationship abuse.)

Types of maltreatment

Online abuse

Online abuse is any type of abuse that happens over the internet or a mobile network. For example, exposure to harmful content and interactions on social networks or online gaming. Online abuse may be committed by people the child knows (including other children) or by strangers and it can occur alongside offline abuse.

Child Sexual Exploitation (CSE)

CSE is when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It is a form of child sexual abuse, although it can sometimes appear as if the activity is consensual.

Child Criminal Exploitation (CCE)

CCE is where drug networks or gangs groom and exploit children to carry drugs, guns, money and other items that are used in criminal activity. County lines is a form of CCE – here, criminal groups exploit children to supply or move the items mentioned above from one geographical area to another - for example, drugs from a city to coastal towns.

Grooming

Grooming is when somebody builds an emotional connection with a child either online or face to face – gaining their trust for the purpose of sexual abuse, exploitation, radicalisation or trafficking.

Harmful Sexual Behaviour (HSB)

HSB is when children display developmentally inappropriate sexual behaviour for their age. It is seen as a continuum, from behaviour which is deemed to be inappropriate to that which is abusive and violent. It can happen in person or online (or both).

> Studies have found that children who display harmful sexual behaviour have usually experienced maltreatment themselves, such as neglect, domestic abuse, parental substance misuse and, sometimes, sexual abuse.

Forced marriage

In a forced marriage, one or both people do not or cannot consent to the marriage (due to age or disability), duress may have been used and actions may have been taken to coerce one or both of the people into the marriage. Since the introduction of The Marriage and Civil Partnership (Minimum Age) Act 2022, it is illegal for 16 and 17 year-olds to marry in England and Wales, even with parental consent, and a penalty of up to seven years in prison can be given to anyone arranging child marriages (without the need to prove coercion, which was previously required). Forced marriage also includes non-legally binding ceremonies viewed as marriage by the parties and their families.

Types of maltreatment

So-called 'honour-based' abuse

So-called 'honour-based' abuse is a crime or incident committed to protect or defend the 'honour' of a family or community. Examples include:

Female Genital Mutilation (FGM) - FGM involves intentionally altering or injuring the female genital organs for non-medical reasons. It is a criminal offence in the UK.

Breast ironing - Breast ironing or flattening is when a girl's breasts are flattened over time to prevent them from growing. This can involve using heated or heavy objects, as well as elastic belts or binders.

Radicalisation and extremism

Radicalisation is the process by which someone comes to believe or support extremist ideologies that are associated with terrorist groups. Extremist views can be political, religious or ideological. In some cases, radicalisation can lead to involvement in terrorist groups or acts.

> *Terrorism is the use or threat of action designed to influence the government or an international governmental organisation, or to intimidate the public.*

Modern slavery

Modern slavery is a type of abuse that is more likely to be associated with adults, but children can also be victims of modern slavery. It encompasses slavery, human trafficking, forced labour and domestic servitude. It can also be linked to exploitation, such as CSE and CCE.

Child trafficking

Child trafficking is when children are recruited, moved or transported and then exploited, forced to work or sold. Children are trafficked for many reasons, including sexual abuse, benefit fraud, forced marriage, domestic servitude, forced labour in factories or agriculture, criminal activity and low-wage labour. It is important to note that trafficking is not about distance. A child can be trafficked from one end of the street to another.

Safeguarding/child protection issues rarely happen in isolation and therefore it can be difficult to use a single label to define a child's experience. Safeguarding/child protection issues may well encompass several different elements of maltreatment. There is very often overlap in the different types of maltreatment.

Speak to your Designated Safeguarding Lead (DSL) for further information and support

CHILD PROTECTION POLICY: REPORTING AND RECORDING SAFEGUARDING CONCERNS 3

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Making a referral and responding to concerns

Once a concern has been made Emma Clode, (Sarah Perrin or Suzie McIldoon once they have completed their DSL training) will assess the appropriate course of action and make referrals to the appropriate agencies if the school would like us to do so and it is required. The main types of referrals that might be needed include those to Hampshire Children's Services using an Inter Agency Referral Form (IARF), the Local Authority Designated Officer (LADO), Prevent, the Disclosure and Barring Services (DBS) or the police, depending on the type of concern.

It is vital that the correct course of action is followed as failing to follow the correct process can have personal and organisational consequences. It is possible that an inquest can be called or a child safeguarding practice review (CSPR), which would question the DSL's decision-making.

If a referral is made to Hampshire County Council's Children Services an IARF form will be filled out or for urgent child protection enquiries (such as a section 47), professionals can telephone: 01329 225379 or The Children's Reception team (CRT). Before contacting children's social care it will be important to:

- Be clear about why you think the concerns have reached this threshold and what the risk factors are
- Discuss the concern with colleagues and other known professionals to obtain their perspectives and any additional information
- Use Hampshire toolkits provided to assist you in the judgement www.hampshirescp.org.uk/professionals/toolkits/
- Look at your setting's records regarding the child and family, so that you have a complete history of any prior concerns alongside any attempts made before to address them.
- Discuss your concerns with the family and /or child, unless you believe that to do so would endanger the child, or someone else

A written referral ensures that there is a record of information shared and any actions agreed upon and that the information is clear and can be easily referred back to.

Children's social care should acknowledge a written referral within one working day of receiving it. If you do not receive an acknowledgment within three working days you should contact children's social care again.

If children's social care decides that a response is necessary, they may take the following actions:

- Refer the child or family to other agencies who can help
- Provide the family and Canopy Forest School with information or advice.
- Carry out an assessment to gather further information and assess the child's needs
- Organise a strategy discussion
- Take emergency action to consider removing the child from family but only in the most extreme cases.

The assessment of services will be based on the level of need of the individual child or family, as part of a continuum of support. The assessment process is designed to make sure children receive the right levels of support at the right time.

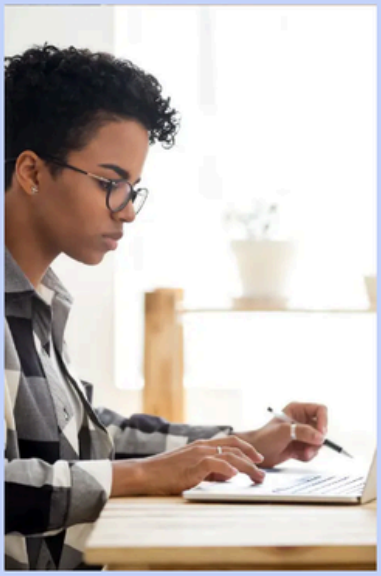
The Hampshire and Isle of Wight Safeguarding Children's Partnership and Children's Trust Threshold Chart relates to four levels of need:

- Universal Services
- Early Help
- Child in need
- Child Protection Concerns

These provide guidance as to what concerns meet each level of need.

What Should you Include in a Referral?

You should use the referral documentation required by your LSCP. Generally, a referral should include the following details:



- Your name and job title, and the date and time of reporting.
- The name, age, gender and ethnicity of the child.
- Clearly presented information and identification of concerns and risks, supported by evidence where possible – for example, details of the maltreatment, who may be involved, their relationship with the child and any other contextual information.
- Clear indication of fact and professional opinion. Your professional opinion is important, it just needs to be clear that it is professional opinion, rather than fact.
- Details of any urgent action that you think may be needed.
- Information about any work done with the child or family to address the concerns.
- Information about professionals working with the family.
- Historical information, especially if there has been an accumulation of concerns.
- A description of the discussion with the family or child, including details of the family's reaction. If you consider it would endanger the child to contact the family, you should offer an explanation as to why you believe this.
- Identification of any potential risks to visiting professionals, including social workers.
- Identification of any other relevant issues or concerns – such as domestic abuse, substance misuse, mental ill health, parental disability or a potential need for an interpreter.

Top tip: Use the descriptors from your local threshold document when detailing why you think the concern meets that threshold.

What Response is Needed?

The right responses lead to **things getting better for the child**, and:



- ☑ Are **multi-agency** and **multi-disciplinary**.
- ☑ Are **calm and measured**, **transparent** and **open to challenge**.
- ☑ Are **child-centred**. Where there is a conflict of interest, decisions should be informed by evidence and research and be made in the child's best interests.
- ☑ **Include the child's voice** and provide appropriate support to enable this.
- ☑ Are **holistic in approach**, addressing the child's needs within their family and any risks the child faces from within the wider community.
- ☑ **Involve families**, including the wider family, except where it would endanger the child to do so. If in doubt, seek advice from children's social care.
- ☑ **Identify risks** to the safety and welfare of children.
- ☑ **Build on strengths**, as well as identify difficulties.
- ☑ Are **focused on action and outcomes** for children. They are a process that leads to action, including the provision of services and review of those services on an ongoing basis.

The question should always be asked - **'so what is the impact?'** The child may be placed on some sort of plan, lots of meetings held, lots of time spent with the child, but sometimes in the process we can lose sight of the most important thing of all – this should be improving the child's life. Always evaluate actions by asking – **is this work changing the child's life for the better?**

CANOPY FOREST SCHOOL

MANAGING ALLIGATIONS MADE BY A CHILD 1

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Students at Canopy Forest School must always feel listened to, respected, and safe. When a child makes an allegation – whether about an adult, another child or someone outside the setting – it must be handled sensitively, professionally and in accordance with safeguarding law.

This policy supports:

- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children 2026
- Hampshire Local Safeguarding Children Partnership procedures

The policy also has regard to the following non-statutory guidance:

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2024) 'Information sharing'
- Department for Science, Innovation and Technology, and UK Council for Internet Safety (2024)
- 'Sharing nudes and semi-nudes: how to respond to an incident (overview)'
- National Police Chief's Council (2020) 'When to call the police: guidance for schools and colleges'

When this policy applies

This policy covers allegations made by a child concerning:

- A member of Canopy Forest School staff, visitor or volunteer,
- A member of staff at the school
- Another child (child-on-child abuse)
- A family member or person outside the setting

Key principles when a child shares a concern

- A child will always be taken seriously
- Children are never blamed for speaking up
- Children are always protected from further harm
- Information is kept confidential and shared on a need-to-know basis only
- Professionals must act immediately

Immediate Response by Any Adult

If a child shares something concerning, the adult must:

- Stay calm and supportive
- Listen carefully – do not question repeatedly
- Reassure the child they have done the right thing
- Make brief, factual notes (not opinions or assumptions)
- Report immediately to the DSL or deputy DSL

Designated Safeguarding Lead (DSL) Responsibilities

When the DSL receives an allegation from a child, they must:

- Listen to initial information (without probing)
- Record key facts (time, date, people involved)
- Inform the school
- Assess whether immediate protection is needed
- Contact statutory services where required:
- Children's Social Care
- LADO (if allegation against adult)
- Police (if criminal concern

- Ensure the child's wishes and feelings are considered
- Provide emotional support and reassurance to the child

Allegations Made About an Adult

If a child says an adult has harmed or may harm them, the DSL must follow:

KCSIE Part 4 – Allegations Against Staff Procedure, including:

- Contacting LADO within 1 working day
- Inform the school
- Ensuring the child is safe
- Keeping detailed records
- Ensuring the adult is treated fairly
- The child is never asked to confront the adult

Allegations Made About Another Child (Child-on-Child Abuse)

Canopy Forest School recognises:

- Harm can be caused by other children
- Children of any gender can experience abuse
- Allegations must be treated with the same seriousness

CANOPY FOREST SCHOOL

MANAGING ALLIGATIONS MADE BY A CHILD 2

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

The DSL will:

- Support both children
- Inform the school
- Contact children's social care if required
- Early help put inplace through the school
- Consider police involvement where relevant
- Put safety plans in place (supervision, separation, risk reduction)
- Record all decisions. No child will be labelled as an "abuser" — the focus is on safety and support.

"Child-on-child abuse" is defined, in this policy, as any form of abuse inflicted by one child or a group of children, i.e. individuals under the age of 18, against another child or group of children. This also covers child-on-child abuse of "Harmful sexual behaviour" as outlined in KCSIE 2026 is defined as any sexual behaviour which:

- Does not observe and respect any individuals on the receiving end of the behaviour, e.g. touching someone without their consent.
- Is inappropriate for the age or stage of development of the pupil.
- Is problematic, abusive or violent
- May cause developmental damage

Please note: Harmful sexual behaviour can occur online and/or face-to-face, and can also occur simultaneously between the two.

In KCSiE 2026, the guidance warns that failure to challenge inappropriate behaviour could lead to "a culture of unacceptable behaviour, misogyny, an unsafe environment."

Canopy Forest School is aware that, while child-on-child abuse can be perpetrated by, and against, anyone, there are certain groups of pupils who are at an increased risk of being on the receiving end of child-on-child abuse.

All Canopy Forest School Staff will be careful to acknowledge the increased risk certain pupils face while refraining from making assumptions about the nature of any reported, witnessed or suspected abuse. Staff will be aware that pupils who are generally at increased risk of abuse can also be perpetrators of abuse.

Canopy Forest School will ensure that action is taken, where possible, before major concerns arise; therefore, incidents of low-level abuse related to the characteristics of the below groups will be handled in line with early help.

- Canopy Forest School staff will challenge any incidents of misogynistic language or gender-based abuse, whether of a sexualised nature or not, as holding misogynistic viewpoints can make a pupil more likely to commit sexualised violence in the future.
- We will also be aware that pupils who are LGBTQ+, or are perceived to be LGBTQ+ whether they are or not, are more likely to be targeted by their peers, e.g. for discriminatory bullying. Canopy Forest School will challenge and not tolerate pupils using homophobic, biphobic or transphobic language, regardless of whether or not the language is being directed at another individual.
- Canopy Forest School staff will be aware that pupils with SEND are at increased risk of child-on-child abuse, as they are three times more likely to be abused than their peers. Canopy Forest School has mechanisms in place to support pupils with SEND in reporting abuse, with due regard that these pupils may face additional barriers to reporting abuse and that spotting signs of abuse in these pupils may be harder.
- Canopy Forest School staff will be aware that minority ethnic pupils, particularly black pupils, may be less likely to report abuse committed against them, and may be more likely to be misidentified as perpetrators of abuse. Canopy Forest school will hold a zero-tolerance policy towards pupils using racist language, regardless of whether the language is being directed at another individual.

CANOPY FOREST SCHOOL

MANAGING ALLIGATIONS MADE BY A CHILD 3

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Every staff member will be individually responsible for challenging such behaviour and making clear to all pupils that any abuse towards pupils from BAME backgrounds is unacceptable. Please also see our equality policy(p?).

Staff at Canopy Forest School will always, when handling an incident of alleged abuse, take the report of the victim seriously, reassure them, support them and work to keep them safe. Victims will never be made to feel like they are causing a problem by reporting any form of abuse, be made to feel ashamed, or have their experience minimised by staff. Staff will be aware of the importance of not downplaying any reports of abuse; however, will ensure that they remain sympathetic, and observant of the duty of care, to both the alleged perpetrator(s) and victim(s).

All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the pupil chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the pupil with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure; staff will ensure they remain engaged and not appear distracted.
- Understanding that victims may not disclose the whole picture immediately and may be more comfortable providing information on a step-by-step basis.
- Ensuring that dialogue is kept open and encouraged.
- Only recording the facts as the pupil presents them – not the opinions of the note takern
- Where the report includes an online element, being aware of searching, screening and confiscation advice.
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL
- Informing the DSL as soon as possible after the disclosure if they could not be involved in the disclosure.
- Canopy Forest School will follow the school's procedures and policies at all times and report all information back to them as well as recording in our own safe guarding books.

Allegations by a Child About Someone Outside School

If a child discloses harm by someone outside of school:

- DSL will contact the school and share the disclosure
- DSL may contacts police if criminal offence suspected

Listening to the Child

The child will be: Listened to (not interrogated) reassured that they were right to tell supported emotionally Protected from further harm

The DSL will explain (in age-appropriate terms):

- What will happen next
- Who may need to be told and why
- How they will be supported throughout

Confidentiality

- Information is shared only where necessary for safeguarding
- Child's name and details are not discussed with unconnected staff or pupils
- Data protection laws are followed

Records & Agreement with the Child

The DSL keeps accurate safeguarding records that include:

- Child's own words (where possible)
- Timeline of actions
- Decisions and reasons
- External agencies involved

Children will NEVER be asked to write statements

CANOPY FOREST SCHOOL

MANAGING ALLIGATIONS MADE BY A CHILD 4

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Support for the Child

Support may include:

- All support will be discussed and agreed with the School
- 1-to-1 pastoral care
- Therapy/counselling referral
- Meetings with DSL
- Help understanding processes
- Support with emotions (fear, guilt, embarrassment, anxiety) Support continues as long as the child needs it.



Policy Summary – Child-Friendly Canopy promises:

- We will listen to you
- We will take you seriously
- It is ALWAYS right to tell us
- We will keep you safe
- You will not be blamed
- We will explain what happens next

At Canopy Forest School we have posters and the people they can go to share information around the Forest School site.





CANOPY FOREST SCHOOL

DATA PROTECTION POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

At Canopy Forest School we take data security and confidentiality very seriously. This not only ensures that we comply with GDPR and other Data Protection regulations but means that all schools,students, parents and carers using our services can be confident that any confidential information shared will be respected.

At Canopy Forest School we understand that UK GDPR covers the processing of personal data in two ways:

• personal data processed wholly or partly by automated means (that is, information in electronic form); and
• personal data processed in a non-automated manner which forms part of, or is intended to form part of, a 'filing system' (that is, manual information in a filing system).

The key legislation and guidance that we follow are:

- Information Sharing Advice for practitioners providing safeguarding services for children, young people, parents and carers
- Data Protection Legislation
- Data Protection in Schools

The personal information Canopy Forest School holds will be ordinarily that which is provided on booking and referral forms completed by the School. This information is always kept in a locked storage with restricted access. This includes emergency contact details, medical details, first aid permissions and any special requirements needs such as medical, allergy, learning difficulty or physical impairment.

Personal information is available on request to those responsible for the student provided they are the parent or carer or other legally responsible adult such as a Forest School leader. Any information concerns or evidence collated under child protection rules for a child's safety will be kept in a confidential file and only shared with permitted authorities such as The Police, Hampshire County Council Children Services or the school's designated safeguarding leads (DSL).

The Forest School leader has a summarised list of specific medical needs for individual children (e.g. Asthma, Epilepsy, allergies) which are taken to each Forest School sessions with risk assessments and are kept in our Forest School First Aid and Emergency bag. They will also have a copy of each student's targets which they will be working towards during the sessions.

Access to these details is only permitted to the Forest School Leader and other teaching assistants NOT to volunteers, visitors or children. In between sessions this medical information is kept in locked storage.

Canopy Forest School is registered with the Information Commissioner's Office which is the regulator of data protection and other information rights legislation and we pay an annual data protection fee.

Photographs, Filming and Publisity

At Canopy Forest School we are very aware of the rapidly changing digital environment and we have therefore decided that no images of our students will appear on our website and social media accounts. This decision has been made after schools were advised to remove images due to a worrying trend of manipulating photos. As an organisation that works primarily with schools, we feel there is only one responsible route to take and will only use photographs in the wix photostore and these images are licensed for digital use on our Wix website. We understand that by taking this decision, we're contributing to an online environment that feels increasingly devoid of real people but the safety and wellbeing of the students we work with is of upmost importance.

During our sessions photographs are often taken for our Floor Books which is a learning resource that captures what we have been discovering but this will never be put in the public domain and we will only take photographs if this has been consented by parents/careers.

CANOPY FOREST SCHOOL

ON-LINE SAFETY POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Canopy Forest School believes that children and young people should never experience abuse of any kind and they should be able to use the internet for education and personal development, but safeguards need to be in place to ensure they are kept safe at all times. Canopy Forest School works with students to connect them to the natural world and although we usually don't use much technology it is important that we can address issues and have discussions with students that will help keep them safe.

The purpose of this policy is to:

- Ensure the safety and wellbeing of children and young people is paramount when adults, young people or children are using the internet, social media or mobile devices
- Provide staff and volunteers with the overarching principles that guide our approach to online safety
- Ensure that, as an organisation, we operate in line with our values and within the law in terms of how we use online devices.

This policy applies to all staff, volunteers, children and young people and anyone involved in Canopy Forest School.

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England.

- Keeping Children safe in Education 2026
- Online abuse and bullying prevention guide
- On-line safety Act 2023
- The 4Cs: Classifying online Risk to Children
- Preventing and tackling bullying
- The Children's Act 2004
- Children and Social Work Act

At Canopy Forest School we recognise that the online world provides everyone with many opportunities; however it can also present risks and challenges

- We have a duty to ensure that all children, young people and adults involved in Canopy Forest School are protected from potential harm online
- We have a responsibility to help keep children and young people safe online, whether or not they are using Canopy Forest School's devices
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare and in helping young people to be responsible in their approach to online safety
- All children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse

At Canopy Forest School we seek to keep young people by:

- Providing clear and specific directions to staff and volunteers on how to behave online through our behaviour code for adults
- Supporting and encouraging the young people using Canopy Forest School to use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others
- Supporting and encouraging parents and carers to do what they can to keep their children safe online
- Developing clear and robust procedures to enable us to respond appropriately to any shared incidents of inappropriate online behaviour, whether by an adult or a child or young person-please refer to our (managing allegations made by a child policy p?)
- Reviewing and updating the security of our information systems regularly
- Ensuring personal information about the adults and children who are involved in Canopy Forest School are held securely and shared only as appropriate
- Ensuring that images of children, young people and families are used only after their written permission has been obtained, and only for the purpose for which consent has been given
- Examining and risk assessing any social media platforms and new technologies before they are used within Canopy Forest School

If online abuse occurs, we will respond to it by:

- Taking a child seriously
- Staying calm and supportive
- Listening carefully — do not question repeatedly
- Reassuring the child they have done the right thing
- Make brief, factual notes (not opinions or assumptions)
- Report immediately to the DSL or deputy DSL
- Report to the school and record on CPOMS
- Providing support and training for all staff and volunteers on dealing with all forms of abuse, including bullying or cyberbullying, emotional abuse, sexting, sexual abuse and sexual exploitation
- Reviewing the plan developed to address online abuse at regular intervals, in order to ensure that any problems have been resolved in the long term.

CANOPY FOREST SCHOOL

PASTORAL CARE-MENTAL HEALTH AND WELLBEING POLICY 1

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Canopy Forest School has been designed to be an alternative provision especially for students who are struggling in some way in their mainstream setting and need some additional nurture. We are therefore passionate about providing students with all the necessary support with regard to their physical, emotional and spiritual wellbeing.

At Canopy Forest School we know that mental health affects all aspects of a child's development including their cognitive abilities and their emotional wellbeing. Childhood and adolescence are when mental health is developed and patterns are set for the future. For most children, the opportunities for learning and personal development during adolescence are exciting and challenging and an intrinsic part of their school experience. However, they can also give rise to anxiety, low mood and stress which can lead to a diagnosis of ill mental health. Children can suffer from a range of ill mental health issues also owing to circumstances outside of school.

As stated in the Safeguarding and Child Protection Policy, Canopy Forest School is committed to providing a safe and secure environment for students and promoting a climate where all of its community feel confident about sharing any concerns they may have.

At Canopy Forest School, our main aim is to promote positive mental health and wellbeing for every member of our staff and for the students we work alongside. We provide bespoke alternative support that supplements each child's classroom experiences.

This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Attendance Policy
- Positive Behaviour Policy
- Managing Allegations Made by a Child Policy
- What is alternative provision?
- Monitoring and Assessment Policy
- Play Policy
- Equal Opportunities Policy

This policy has been based on the following guidance:

- DfE 2023 Promoting children and young people's mental health and wellbeing: A whole school or college approach
- DfE Research and analysis: Supporting mental health in schools and colleges (August 2017)
- DfE Advice on Mental health and behaviour in schools (2018)
- Mindmate resources and tips for professionals www.mindmate.org.uk
- Training and Resources by the Anna Freud Centre www.annafreud.org
- PSHE Association: Teaching about mental health and emotional wellbeing 2019
- PSHE education – Statutory Guidance DfE 2020
- NSPCC Child Mental Health Recognising and Responding to concerns
- NHS England Children and Young People
- Must Knows:Children and Young Peoples Mental Health

Aims and objectives

The aims of this policy are:

- To promote positive mental health and wellbeing in all staff and students at Canopy Forest School
- To Improve the emotional wellbeing of our staff and students
- To Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health and prevent escalation of ill mental health
- Provide support to staff working with young people with mental health issues
- To ensure mental health problems are identified early and appropriate support provided
- To signpost and to provide guidance and/or support for staff suffering mental ill health
- To reduce the stigma associated with ill mental health
- To create an environment where staff and students openly and safely talk about this issue
- To reduce and prevent the number of our students having serious ill mental health which leads to a negative impact on their attendance, progress, wellbeing and quality of life

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health.

In an average classroom three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures, we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

CANOPY FOREST SCHOOL

PASTORAL CARE-MENTAL HEALTH AND WELLBEING POLICY 2

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to Emma Clode the lead DSL or record it in our safeguarding book and email Emma Clode so she can let the School know. If it is urgent staff should contact the school directly and if the students present with a medical emergency then staff should follow usual first aid procedures.

Teaching About Mental Health

At Canopy Forest School our nurture sessions have been designed to assist with mental health difficulties. We use an emergent curriculum which means that we can address and discuss mental health and wellbeing incidentally when the topic fits or arises. We explore themes around positive mental health and develop the students knowledge, understanding and provide them with strategies to help and calm anxiety. Due to the small group sizes that we work with and the trust and connections that are developed over a long term programme we are able to really support and give guidance in this area. Canopy Forest School is run by therapeutic Forest Practitioners who specialise in child mental health.

At Canopy Forest School we can sign-post students and parents to sources of external support within the local community as well as local and national helplines, websites and telephone numbers. We display within our Forest School Area posters that encourage talk and highlight who our DSL's are that the students can discuss issues with. Emma Clode is the mental health lead and specialist support information and staff training at key times of year to staff via email. Whenever we highlight sources of support, we hope to increase the chance of students 'help-seeking and ensure they understand:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

Signs and Indicators

Canopy Forest School freelance staff must be vigilant and watch out for signs and indicators that our students are having difficulties. Staff must be aware of the following warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the Mental Health Lead (DSL) via email but also record information in our safeguarding book. If it is urgent, and the student is at risk of harm or injury staff should speak to the school's DSO (Designated Safeguarding Officer) in person that day.

Possible signs and indicators include:

• Physical signs of harm that are repeated or appear non accidental
• Changes in eating / sleeping habits – looking tired, withdrawn, pale, falling asleep
• Increased isolation from friends or family, becoming socially withdrawn
• Changes in activity and mood
• Talking or joking about self-harm or suicide
• Abusing drugs or alcohol
• Expressing feelings of failure, uselessness or loss of hope
• Changes in clothing – e.g. long sleeves in warm weather
• Secretive behaviour
• Absence from our Forest School sessions
• Repeated physical pain or nausea with no evident cause

Staff Training

As a minimum, all freelance staff will receive regular training about recognising and responding to mental health issues as part of their annual child protection training in order to enable them to keep students safe. We plan to also enrole key members of staff onto mental health training courses this year.

Specific signposting and useful websites for parents that we use:

NSPCC, Childline
www.Kooth.com
www.mindmate.org.uk
www.mind.org.uk (parent section)
www.youngminds.org.uk (parent section)
www.nhs.org

Individual Student Risk Assessment and coping plans

Where a child may be at risk from harm due to their mental health with the school we will write an individual risk assessment for them or a coping plan to assist them.

CANOPY FOREST SCHOOL

PASTORAL CARE-MENTAL HEALTH AND WELLBEING POLICY 3

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Supporting Peers

When a student is suffering from mental health issues, it can be a difficult time for their peers and friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided through guided conversations.

Guided conversation

• How friends can best support.
• Things friends should avoid doing or saying which may inadvertently cause upset.
• Warning signs that their friend may need help (e.g. signs of relapse).
• Signpost peers to external help
• Inform parents where appropriate

Additionally, we will want to highlight with peers:
• Where and how to access support for themselves
• Safe sources of further information about their friend's condition
• Healthy ways of coping with the difficult emotions they may be feeling

Managing Disclosures and Confidentiality

A student may choose to disclose concerns about themselves or a friend to any member of staff, so all staff are trained annually as part of the safeguarding training on how to respond appropriately to a mental ill health disclosure. This is the same procedure as is for a safeguarding or child protection disclosure. If a student chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should:

- Be calm, supportive and non-judgmental.
- Staff should receive and reassure the student that they have done the right thing in sharing and opening up.
- Non-designated staff should actively listen, and record and report. (they are not to advise or manage the child's problems, this is for designated staff)
- After listening, first thoughts should be of the student's emotional and physical safety.
- Staff should record non urgent concerns to the DSL as soon as possible via email and record in the safeguarding book.
- If the student is in physical need of first aid then staff should follow the medical and first aid procedures, or call staff to escort the student to the medical room within the school
- If the student is at risk of harm or has implied suicide or thoughts of suicide, staff should see speak to the school DSL in person as soon as possible that day.
- All disclosures should be recorded in our safeguarding book and an email sent to the SENCO so it can be added onto the school's CPOMs account
- Subsequent actions will be recorded in our safeguarding book and on the school's CPOMs.

Confidentiality

Non-designated staff are aware that they cannot promise confidentiality when a disclosure is made. During the disclosure staff must make the student aware of this, explain why and say whom they will pass it to and why. Staff must reassure the student that the passing of information is a supportive mechanism and to ensure the right help is provided. Designated staff cannot promise confidentiality when a disclosure is made, unless there are child protection concerns. For children under 18 years, the school will make parents aware and Canopy Staff are happy to be part of this process if needed.

Self-harm

Self-harm describes any behaviour where a young person causes harm to themselves in order to cope with thoughts, feelings or experiences they are not able to manage in any other way. It most frequently takes the form of cutting, burning or non-lethal overdoses in adolescents, while younger children and young people with special needs are more likely to pick or scratch at wounds, pull out their hair or bang or bruise themselves.

Online support:

www.SelfHarm.co.uk www.selfharm.co.uk
Battle Scars https://www.battle-scars-self-harm.org.uk
National Self-Harm Network: www.nshn.co.uk

Self- Harm Books:

• Young Minds Positive Mental Health & Wellbeing Policy 2016 12 Pooky Knightsmith (2015)
• Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical
Strategies. London: Jessica Kingsley Publishers Keith Hawton and Karen Rodham (2006)
• By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents. London: Jessica
Kingsley Publishers Carol Fitzpatrick (2012)

CANOPY FOREST SCHOOL

PASTORAL CARE-MENTAL HEALTH AND WELLBEING POLICY 4

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Depression

Ups and downs are a normal part of life for all of us, but for someone who is suffering from depression these ups and downs may be more extreme. Feelings of failure, hopelessness, numbness or sadness may invade their day-to-day life over an extended period of weeks or months, and have a significant impact on their behaviour and ability and motivation to engage in day-to-day activities.

Online support:

Depression Alliance:
www.depressionalliance.org/information/what-depression

Depression Books:

• Christopher Dowrick and Susan Martin (2015) Can I Tell you about Depression?:
• A guide for friends, family and professionals. London: Jessica Kingsley Publishers

Anxiety, panic attacks and phobias

Anxiety can take many forms in children and young people, and it is something that each of us experiences at low levels as part of normal life. When thoughts of anxiety, fear or panic are repeatedly present over several weeks or months and/or they are beginning to impact on a young person's ability to access or enjoy day-to-day life, intervention is needed.

Online support

Anxiety UK: www.anxietyuk.org.uk

Anxiety Books:

• Lucy Willetts and Polly Waite (2014) Can I Tell you about Anxiety?:
• A guide for friends, family and professionals. London: Jessica Kingsley Publishers Carol Fitzpatrick
(2015) A Short Introduction to Helping Young People Manage Anxiety. London: Jessica Kingsley Publishers

Obsessions and compulsions

Obsessions describe intrusive thoughts or feelings that enter our minds which are disturbing or upsetting; compulsions are the behaviours we carry out in order to manage those thoughts or feelings. For example, a young person may be constantly worried that their house will burn down if they don't turn off all switches before leaving the house. They may respond to these thoughts by repeatedly checking switches, perhaps returning home several times to do so. Obsessive compulsive disorder (OCD) can take many forms – it is not just about cleaning and checking.

Online support:

OCD UK: www.ocduk.org/ocd

OCD Books:

• Books Amita Jassi and Sarah Hull (2013) Can I Tell you about OCD?: A guide for friends, family and professionals. London: Jessica Kingsley Publishers Susan Conners (2011)
• The Tourette Syndrome & OCD Checklist: A practical reference for parents and teachers. San Francisco: Jossey-Bass

Suicidal feelings and Ideation

Young people may experience complicated thoughts and feelings about wanting to end their own lives. Some young people never act on these feelings though they may openly discuss and explore them, while other young people die suddenly from suicide apparently out of the blue.

Online support:

Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org
On the edge: ChildLine spotlight report on suicide:
www.nspcc.org.uk/preventing-abuse/researchand resources/on-the-edge-childline-spotlight

Suicidal Ideation Books:

• By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents. London: Jessica Kingsley Publishers Terri A.Erbacher, Jonathan B. Singer and Scott Poland (2015)
• Suicide in Schools: A Practitioner's Guide to Multi-level Prevention, Assessment, Intervention, and Postvention. New York: Routledge.

Eating problems, disorders

Food, weight and shape may be used as a way of coping with, or communicating about, difficult thoughts, feelings and behaviours that a young person experiences day to day. Some young people develop eating disorders such as anorexia (where food intake is restricted), binge eating disorder and bulimia nervosa (a cycle of bingeing and purging). Other young people, particularly those of primary or preschool age, may develop problematic behaviours around food including refusing to eat in certain situations or with certain people. This can be a way of communicating messages the child does not have the words to convey.

Online support:

Beat – the eating disorders charity: www.b-eat.co.uk/about-eating-disorders
Eating Difficulties in Younger Children and when to worry:
www.inourhands.com/eating-difficultiesinyounger-children

CANOPY FOREST SCHOOL

PASTORAL CARE-MENTAL HEALTH AND WELLBEING POLICY 5

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Eating Disorders Books:

• Bryan Lask and Lucy Watson (2014) Can I tell you about Eating Disorders?

• A Guide for Friends, Family and Professionals. London: Jessica Kingsley Publishers Pooky Knightsmith (2015)

• Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies. London: Jessica Kingsley Publishers Pooky Knightsmith (2012)

Bereavement

Bereavement is the state of sorrow and loss you feel after a close relative or friend dies. It's characterised by grief, which is the process and the range of emotions we go through when we experience a loss. Losing someone important to us can be emotionally devastating. Grief can bring up lots of different, complicated emotions, and can sometimes affect our physical health. Bereavement affects everyone in different ways, and it's possible to experience any range of emotions. You may feel lots of different emotions at the same time, or your feelings may change quickly. Your feelings may also be confusing at times. There's no right or wrong way to feel.

All bereavements, in all families, matter to our Forest School alternative provision equally.

- Every bereavement is unique, and results in different challenges.
- Sometimes, more than one person dies suddenly in a family, or a family faces other difficult challenges, such as injury, or another life challenge.
- Every family is unique, and their needs deserve to be understood and met.

Canopy Forest School will always work closely with each school to help and support any student struggling with any of the above difficulties. We will always follow school policy and their mental health provision map.

CANOPY FOREST SCHOOL

DESIGNATED SAFEGUARDING LEAD JOB DESCRIPTION

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Job Title: Designated Safeguarding Lead
Location: Canopy Forest School
Name: Emma Clode
Tel: 07999078833
Email: Canopyforestschool@gmail.com
Deputy Designated Safeguarding Leads: Suzie McIldoon, Sarah Perrin (once they have completed training Oct 26)

Overview of role:

- To have overall leadership responsibility for safeguarding and child protection, including online safety.
- To support other staff to keep children safe and work with partner agencies to fulfil the school's safeguarding responsibilities.

Key responsibilities and duties

- Leadership and strategic direction
- Undergo training in line with the expectations set out in the latest version of Keeping Children Safe in Education (KCSIE).
- Ensure that Canopy Forest School's child protection and safeguarding policy is reviewed regularly (at least annually) and made available to the public.
- Liaise with the School's DSL and local safeguarding partners to ensure that our practice is in line with local protocols and expectations.
- Gather and communicate relevant information to staff and deputy DSL's so that the effectiveness of safeguarding can be monitored and evaluated.
- Contribute to Canopy Forest School's improvement planning and self-evaluation with particular reference to safeguarding.
- Keep up to date with local and national initiatives, announcements, guidance and legislation and share this with other staff as appropriate.
- Liaise with the deputy designated safeguarding lead(s) to ensure continuity of provision at all times.
- Maintain high professional standards, and help set a good example to staff.
- Foster a culture where all freelance staff are vigilant for the signs of potential harm and work collaboratively to safeguard children.

Supporting staff

- Support all freelance staff to understand and fulfil their safeguarding duties.
- Ensure that all staff have access to (and understand) our Forest School's child protection and safeguarding policy.
- Ensure that all staff know what to do if they have any safeguarding concerns.
- Support staff who have made safeguarding referrals.
- Ensure that staff are trained and competent in completing safeguarding logs, including delivering training when required to do so
- Ensure that there are effective induction processes in place to ensure that new staff are aware of the policies, procedures and expectations around safeguarding.
- Ensure that all staff understand that children can abuse other children (often referred to as child-on-child abuse) and what to do if they have concerns that this is happening.
- Ensure that Forest School Leaders are aware that there is a specific legal duty on teaching staff that states that if they discover that an act of Female Genital Mulitlation (FGM) appears to have been carried out on a girl under the age of 18, they must report this to the police. (Note that all staff should report concerns regarding FGM to the designated safeguarding lead, irrespective of whether or not they are a Forest School leader)
- Identify any gaps in the skills and knowledge of individuals, groups and the whole staff.
- Plan and deliver CPD sessions regarding safeguarding.
- Keep up to date with developments regarding online safety and share any updates with staff so that they are aware of any developing trends or new information.
- Where appropriate training cannot be offered within the school, identify external providers and courses to address the needs of staff.

Supporting pupils

- Know how safeguarding issues can affect pupils socially, emotionally and educationally, and support other staff to understand this.
- Promote our Forest School outcomes by ensuring that all pupils are supported to achieve, irrespective of the challenges they may face.
- Ensure that pupils with a social worker have their educational progress monitored closely, and receive additional support and reasonable adjustments when needed.
- Communicate and work with the home school parents/carers to help them understand the risks that their children might face and to help them stay safe.
- Identify opportunities to provide age-appropriate safeguarding education through our Forest School curriculum.
- Encourage a culture of listening to children and taking account of their wishes and feelings.

CANOPY FOREST SCHOOL

DESIGNATED SAFEGUARDING LEAD JOB DESCRIPTION

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

- Foster an environment in which pupils feel able to share any problems or concerns that they have related to safeguarding.
- Identify and implement measures to ensure that pupils who may struggle to communicate are able to share their concerns and problems.

Managing referrals and record keeping

- Keep detailed and accurate records as required to fulfil the role of designated safeguarding lead effectively.
- Ensure that all records related to child protection and safeguarding are stored securely and confidentially and can only be accessed by those who need them.
- Understand the local process for accessing early help.
- Refer cases of potential abuse and neglect to the school and local authority in line with local and national protocols.
- Make referrals to the police when there is the possibility that a crime may have been committed.)
- Ensure that referrals are made to the Channel programme where there are concerns about radicalisation.
- Make referrals to the Disclosure and Barring Service when a member of staff has been dismissed due to posing a risk of harm to a child.
- Make referrals to the Local Authority Designated Officer (LADO) in cases where there is a concern or allegation about a staff member.
- Understand the implications of the Data Protection Act 2018 and the UK Data Protection Regulation (GDPR) and offer staff training on this when required.
- Understand and support others to follow the home school's protocols and systems when recording concerns and keeping records.

Working with the home school and other partners

- Liaise with the School's DSL and safeguarding partners to safeguard children.
- Liaise with the school and other mental health professionals where there is a safeguarding concern that is linked to mental health, and to support children who may be dealing with adversity and/or trauma.
- Build partnerships with a range of external agencies to support the safety and welfare of pupils.
- Liaise with other schools and Forest Schools to ensure that relevant information is shared during pupil transfers.

Please note that the person holding this role is required to undertake an enhanced check with the Disclosure and Barring Service (DBS).