



“Every Opportunity for Every Child”

Alpha Trust

Safeguarding and Child Protection Policy



Alpha Trust Policy & Procedures No: AT 2

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1. Policy statement and principles

Alpha Trust believes in supporting all aspects of children and young people's development and learning, including keeping children safe. We understand that children and young people can and do experience social, personal and emotional barriers to their learning, over differing periods of time and at different stages of their development, which can have an effect on their academic learning. We recognise that education staff play a crucial role in helping to identify welfare concerns and indicators of possible abuse or neglect at an early stage.

The Board of Trustees takes seriously its responsibilities under section 175 of the Education Act 2002 to safeguard and promote the welfare of children. It recognises that to best protect its students, Alpha Trust schools will work with other agencies in their areas under the shared and equal duty placed on the three Safeguarding Partners (the Local Authority, the Police and Health services). The Trust will ensure adequate arrangements are in place in each school to identify, assess, and support those children who are suffering from harm.

We recognise that all adults, including temporary staff, volunteers, Governors and Trustees, have a full and active part to play in protecting our students from harm and they should consider at all times what is in the best interests of the child.

We recognise that the welfare of the child is paramount. All staff believe that each school should aim to provide a positive, caring, safe and stimulating environment that promotes the social, physical and moral development of the child.

In order to meet statutory requirements, each school in the Trust will:

- Ensure this policy is available on the school website
- Place an electronic copy of the policy in the staff area of the school computer system
- Make available paper copies on request
- Raise safeguarding awareness through, for example, the school newsletter/bulletin, assemblies, class tutors, staff meetings, displays, staff CPD, parent information evenings and all other communications, including to parents and carers
- Ensure support is offered to parents or carers where English is a second language, to assist understanding of the content of the policy.

This Safeguarding and Child Protection Policy is provided to all staff (including temporary staff and volunteers) at induction, alongside the Staff Code of Conduct, details of the school's local child protection procedures, the school's Behaviour Policy, Student Code of Conduct and the Alpha Trust Dealing with Safeguarding Allegations against Adults in School policy. Newly joining staff will also be given the current version of Keeping Children Safe in Education, Part one. The new staff member will sign to evidence that induction has been completed.

Whenever this policy is reviewed and updated, the Trust will ensure that staff sign, or acknowledge electronically, to confirm that they have read and understood the current version. All staff are also provided with the latest version of the statutory guidance, 'Keeping Children Safe in Education' (KCSIE) and are required to read Part one. All members of staff will be advised in person to ensure that their behaviour or actions do not place students or themselves at risk of harm or of allegations of harm to a student. This is also in the Staff Code of Conduct.

The policy is reviewed annually, in consultation with Headteachers, unless an incident or new legislation or guidance suggests the need for an interim review.



1.1 Principles

- We recognise our statutory and moral responsibility to safeguard and promote the welfare of all students; the welfare of the child is paramount
- We endeavour to provide a safe and welcoming environment where children and young people feel safe, secure, are protected, listened to, valued and respected
- All staff are alert to the indicators of abuse and neglect and know how to share their concerns in an appropriate and timely manner
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have the same protection regardless of any barriers they may face, but in particular more vulnerable children such as those who are, for instance, SEND, young carers, known to be living in difficult circumstances (e.g., temporary accommodation, with issues such as substance abuse or domestic violence), at risk of FGM, sexual exploitation, criminal exploitation, forced marriage or radicalisation, asylum seekers, looked after or previously looked after, or are at risk due to either their own or a family member's mental health needs.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm, ensuring their approach is child-centred.
- All staff are an important part of the wider safeguarding system for children, 'Working Together to Safeguard Children'.
- All students and staff involved in child protection issues will receive appropriate support
- All paid and unpaid staff are subject to rigorous safer recruitment procedures
- All paid and unpaid staff are given appropriate training and support.

2. Policy Aims

To ensure that:

- All staff are aware of their statutory and moral responsibilities with respect to safeguarding.
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- Staff are trained in recognising and reporting safeguarding issues and follow school procedures in cases of suspected abuse, allowing them to meet their child protection responsibilities. Consistent good practice is emphasised and modelled in our schools.
- Students are taught about safeguarding, including online safety. (Safeguarding issues may be covered through designated PSHE and /or SRE lessons or events in secondary schools and in primary schools, both generally and during Relationships Education - RSHE)
- Students know how to approach adults if they are in difficulties and also know that they will be effectively listened to
- The voice of the child is evident in case files and informs schools' policy and procedural development
- All schools follow e-safety procedures and have appropriate online monitors and filters in place.

3. Terminology

Safeguarding and promoting the welfare of children means (from 'Keeping Children Safe in Education'):

- Protecting children from maltreatment
- Preventing the impairment of children's mental and physical health or development



- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection refers to the processes undertaken to protect children who are identified as suffering, or being at risk of suffering, significant harm

Staff refers to all those working for or on behalf of the school, full time, part time, temporary or permanent, in either a paid or unpaid capacity

Child/children refers to everyone under the age of 18

Parent refers to birth parents and other adults who are in a parenting role, e.g. stepparents, foster carers, adoptive parents.

DSL refers to the designated safeguarding lead at the school

DDSL refers to the deputy designated safeguarding leads at the school

LGB refers to Local Governing Board

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 2 explains the different types of abuse

Neglect is a form of abuse and is 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. Appendix 2 defines neglect in more detail

KCSIE refers to the DfE statutory document, 'Keeping Children Safe in Education' which is reviewed and amended for each academic year

4. Safeguarding Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance, 'Keeping Children Safe in Education 2021' ([Keeping Children Safe in Education, DfE, 2021](#)) and 'Working Together to Safeguard Children' ([Working Together, DfE, 2018](#)). This second document places a shared and equal duty on three Safeguarding Partners, the Local Authority, Police and Health Services, to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements; we comply with this guidance and the procedures set out by our local safeguarding partners.

In Essex, these arrangements sit under the Essex Safeguarding Board (ESCB) ([Essex Safeguarding Children Board](#)) and the statutory partners are Essex County Council, Essex Police and five of the seven Clinical Commissioning Groups covering the county. All professionals in Essex must work in accordance with the SET (Southend, Essex and Thurrock) procedures; [SET Procedures](#).

This policy should be read alongside the Department for Education's departmental advice, 'What to do if you are Worried a Child is Being Abused - Advice for Practitioners' ([What to do if you're worried a child is being abused](#) (HMG, 2015) and 'Sexual Violence and Sexual Harassment Between Children in Schools and Colleges' ([Sexual violence and sexual harassment between children in schools and colleges, DfE, 2021](#)).



This policy is also based on the following legislation and guidance (this is not an exhaustive list):

- Education Act (2002).
- Part 3 of the schedule to the Education (Independent Trust Standards) Regulations 2014, which places a duty on academies to safeguard and promote the welfare of students at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Effective Support for Children and Families in Essex (ESCB, 2017) ([Effective Support for Children and Families in Essex](#))
- Children & Social Work Act (2017)
- [Children Missing Education - statutory guidance for local authorities \(DfE, 2016\)](#)
- [Education Access Team CME / Home Education policy and practice \(ECC, 2018\)](#)
- Sexual Offences Act (2003)
- Education (Pupil Registration) Regulations 2006
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18 ([Serious Crime Act 2015](#))
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people ([Counter-Terrorism and Security Act, HMG, 2015](#))
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 and Childcare Act 2006, which set out who is disqualified from working with children
- Information sharing: Advice for safeguarding practitioners. ([Information sharing advice for safeguarding practitioners \(HMG, 2018\)](#))
- Data Protection Act 2018 ([Data Protection Act](#))
- Searching, screening and confiscation (DfE, 2018) ([Searching, screening and confiscation](#))
- Preventing and Tackling Bullying, 2017. ([Preventing and Tackling Bullying, DfE, 2017](#))
- [Promoting positive emotional well-being and reducing the risk of suicide \(ESCB, 2018\)](#)
- [Understanding and Supporting Behaviour - good practice for schools \(ECC, 2021\)](#)
- Preventing youth violence and gang involvement (Home Office 2015) ([Preventing youth violence and gang involvement](#))
- [Criminal Exploitation of children and vulnerable adults - county lines guidance \(Home Office, 2018\)](#)
- [Teaching on-line safety in schools \(DfE, 2019\)](#)
- Guidance for safer working practice and safer recruitment in education
- Sexting in schools and colleges - <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.



Expert and professional organisations are supportive of schools in providing up-to-date guidance and practical support on specific safeguarding issues. In Essex, the development of appropriate procedures and the monitoring of good practice are the responsibility of the Essex Safeguarding Board (ESCB).

Information for schools can also be found, for example, on the TES, MindEd and the NSPCC websites.

5. Linked Documents

This policy links to the following Alpha Trust policies and procedures:

- Recruitment Policy
- Concerns and Complaints Policy
- Whistleblowing Policy
- Health and Safety Policy
- Dealing with Safeguarding Allegations Against Adults in Schools Policy

It also links to the following school policies and procedures (N.B., schools use differing terminology and organisation of their policies):

- Child protection procedures
- Staff Code of Conduct/Staff Behaviour Policy
- E-safety/Acceptable use of ICT policies and procedures
- Data Protection and Freedom of Information policies and procedures
- Behaviour Policy
- Student Code of Conduct
- Peer on Peer Abuse Policy
- Attendance Procedures
- Relationships Education (primary)/RSE (secondary)
- Health Education
- First aid
- Curriculum
- Supporting students with medical conditions
- Special educational needs and disabilities
- Educational Trips and Visits

6. Roles and Responsibilities

Safeguarding and child protection is **everyone's** responsibility; all adults working with or on behalf of children have a duty to protect them and to provide a safe environment in which they can learn and achieve their full potential. This policy applies to all staff, volunteers, Governors and Trustees in Alpha Trust. Our policies and procedures also apply to extended school and offsite activities.

6.1 The Trust

In addition to this policy, the Trust will:



- Ensure all LGB governors understand their responsibilities under this policy, in particular keeping the Trust informed and up-to-date on local safeguarding matters. See below for LGB roles and responsibilities.
- Monitor the effectiveness of safeguarding through the termly CEO reports, inter school Safeguarding audits and quality assurance visits and reports of the meetings of the Trust Governance/DSL Liaison Group. At least one school per year will be externally reviewed.
- Provide a Whistleblowing Policy
- Provide a Recruitment and Selection Policy
- Ensure that Local Governing Boards are monitoring their own school's Safer Recruitment procedures, including undertaking a regular review of the school's Single Central Record
- Ensure each school has written Child Protection Procedures
- Ensure each school operates safer recruitment by there being at least one person on every recruitment panel that has completed Safer Recruitment training
- Ensure every DSL and DDSL has undertaken all relevant update training
- Ensure the termly CEO report includes information concerning any referrals made to the local authority designated officer (LADO) by Trust schools
- Ensure each school has a Student Behaviour Policy/Student Code of Conduct in place which includes measures to prevent bullying, including cyber bullying
- Ensure all staff are given the relevant section(s) of the current version of the guidance, KCSIE
- If required, liaise with the local authority lead professionals for safeguarding, the three local safeguarding partners, Ofsted, the ESFA and other agencies
- Appoint a Safeguarding and Whistleblowing Trustee to report to the Trust following the Trust Governance/DSL Liaison Group meetings. Their details are in this policy.
- Ensure LGBs appoint Safeguarding and Whistleblowing link governors. The Safeguarding governor will link to the school's DSL and remain informed and updated on the school's Child Protection Procedures and will report to the LGB on any issues. The details of this role holder are in the school's Child Protection Procedures and in this policy.

6.2 All staff

All staff have a responsibility to provide a safe environment in which children can learn. If staff have any concerns about a child's welfare, they must act on them immediately and not assume that others have taken action.

All staff will be aware of:

- The Trust systems which support safeguarding, including their school's Child Protection Procedures, the role of the Designated Safeguarding Lead (DSL) and their school's staff code of conduct
- The requirement to follow their school's procedures
- The early help process (or common assessment framework) and their role in it, including identifying emerging problems, seeking immediate advice from relevant staff, liaising with the DSL (or deputy DSL) and sharing information with other professionals to support early identification and assessment of issues
- The process for making referrals to the local authority children's social care and for statutory assessments that may follow a referral including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, peer-on-peer abuse or cyber bullying, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals



- The signs of different types of abuse and neglect, as well as specific safeguarding issues such as child sexual exploitation (CSE), children missing from education, child criminal exploitation, FGM, radicalisation and peer-on-peer abuse.

All staff will sign to confirm, or acknowledge electronically, that they have read and understood Part One of the most up to date version of the Department of Education's statutory safeguarding guidance, Keeping Children Safe in Education.

6.3 The Designated Safeguarding Lead (DSL)

Each school has a named DSL whose details are in the school's Child Protection Procedures and in this policy.

The DSL is a senior member of staff who has the status and authority within the school to carry out the duties of the post, including taking lead responsibility for child protection and wider safeguarding, committing resources and supporting and directing other staff.

When the DSL is absent, named deputy designated leads (DDSLs) will act as cover. Their details are in the school's Child Protection Procedures and in this policy.

Annex C of KCSIE 2021 provides a description of the role and responsibilities of the DSL.

The DSL will be given the time, funding, training resources and support to:

- Ensure they keep themselves up-to-date and compliant with any new or revised statutory guidance or legislation
- Ensure that staff and volunteers (including Governors and Trustees) are aware of the school's Child Protection Procedures
- Provide advice and support to other staff on child welfare and child protection matters
- Take part in child welfare strategy discussions and inter-agency meetings and/or support other staff to do so
- Have a working knowledge of ESCB procedures and, depending on the school's catchment area, be familiar with procedures in all student home areas.
- Keep detailed records of all concerns using e.g., SIMS and/or CPOMS and/or paper files and ensure that such records are stored securely and flagged as existing on the student's general file, but that these files are kept separate from each other. Access to such records is strictly controlled. The DSL ensures recording and storing of information is kept in line with the Data Protection Act
- Contribute to the assessment of children
- Refer suspected cases to the relevant body (e.g., the local authority children's social care, the CHANNEL programme, the police, the DBS) as appropriate and in a timely manner and support staff who make such referrals directly
- Liaise with local authority case managers and designated officers for child protection, as appropriate
- Co-operate with any requests from the Local Authority, such as training returns or annual safeguarding self-reviews, in compliance with Section 11 of the Children Act 2004.
- Share information concerning 'at risk' students with staff members and/or volunteers on a "need to know and in the child's best interest" basis. The sharing of information will be proportionate to the risk faced by the child and their resilience to such risks. Other members of the pastoral team in the school will follow the DSL's direction on information-sharing with staff and/or volunteers, on a case by case basis.
- Ensure that all staff receive appropriate safeguarding/child protection training and keep a record of all such training
- Be able to promote educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and therefore be best placed to



identify the impact that these issues might be having on attendance, engagement and achievement at school.

- Provide a termly report for the LGB
- Ensure that when a student leaves the school, their child protection file is passed to the new school (separately from the main student file and ensuring separate secure transit) and confirmation of receipt is obtained. In addition, the DSL should consider if it is appropriate to share information with the new school or college in advance of a student leaving in order to safeguard and promote the student's welfare after their move.

The DSL will also keep the Executive Principal/Principal/Headteacher/Head of School informed of any issues, as appropriate.

The DSL will ensure there is cover for their role if they are absent

6.4 The Deputy Designated Safeguarding Lead

The Deputy DSL is trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above. Deputy DSLs support with all aspects of safeguarding as directed by the DSL. A school may have more than one Deputy DSL.

6.5 The Designated Teacher

Each school has a designated teacher who has lead responsibility for promoting the educational achievement of students who are looked after (LAC) through working with the Local Authority and assisting school staff in their understanding of what affects how looked after children learn and achieve. The designated teacher must be a qualified teacher and have appropriate training and experience. They also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Their details are in the school's Child Protection Procedures and in this policy.

6.6 The Local Governing Board (LGB)

The LGB will hold the Executive Principal/Principal/Headteacher/Head of School to account for the implementation of this policy and the school's Child Protection Procedures. The LGB ensures that the school is compliant with all safeguarding legislation and statutory guidance and the requirements of this policy and that the school's procedures and training are effective.

The LGB will appoint a named safeguarding governor to monitor the effectiveness of this policy in conjunction with the full LGB. If the DSL is a staff governor, they cannot fulfil this governance role.

All members of the LGB understand and fulfil their responsibilities by ensuring that:

- There is a whole school approach to safeguarding with the best interests of the child central to all systems, processes and policies, and all of which can be evidenced
- The school is compliant with section 175 of the Education Act 2002
- The school's Child Protection Procedures are reviewed annually
- There is a Staff Behaviour (Code of Conduct) Policy
- There is a student Behaviour Policy in place and policies and/or measures aimed to prevent bullying, including cyber bullying and peer-on-peer abuse
- Systems are in place to allow children to express their views and give feedback



- Ensure barriers to student reporting in school are understood and minimalised as much as possible, through regular review
- All staff are aware of and receive training concerning the school's Child Protection Procedures
- All staff are given relevant sections of the latest version of KCSIE to read
- The school operates safer recruitment procedures
- Volunteers are appropriately supervised in school, on school trips and when helping with activities
- The school's Single Central Record is checked regularly by the Safeguarding link governor or delegated other governor
- The school has procedures for dealing with allegations of abuse against staff and volunteers and will make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- The DSL and deputy DSL undergo refresher training as necessary.
- All other staff have Safeguarding training updated on a regular basis and are assisted so that they are able to 'understand and discharge their role and responsibilities' as set out in Part one of KCSIE.
- All staff and volunteers are provided with child protection awareness information at induction including the name of the DSL so that they know who to go to if they have a concern.
- All members of staff, volunteers, and Governors know how to respond to a student who discloses abuse, through delivery of whole school training.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the Alpha Trust Child Protection and Safeguarding Policy, on the school website
- The LGB receives a termly report from the DSL which includes redacted information if necessary, safeguarding statistics - for example regarding referrals, and operational and training updates
- The LGB receives an annual report from the designated teacher
- The LGB is informed about how and when students are taught about safeguarding in their school and ensure this provision meets the requirements of its students.
- Enhanced DBS checks are in place for Chairs and Vice Chairs of the LGB
- The name of the DSL and deputy DSL(s) for Safeguarding and Child Protection are clearly advertised in the school.
- The school acts in accordance with its 'Prevent' duty. (This will include promoting British Values and building resilience to radicalisation; all staff completing Prevent training in order they can identify the signs of children being radicalised; working together with social care and Police Prevent Engagement Officer and referring as appropriate, the young person to the CHANNEL Panel under the Prevent strategy.)
- The school's Lettings Policy will follow paragraphs 155 and 156 of KCSIE 2021 and will set out safeguarding expectations for hirers as follows:
 - For school organised events or lettings where school staff are directly supervising or managing the service or activity, then the school's child protection arrangements will apply.
 - For third party hirers, which includes parent-teacher associations, the school ensures that the hirer:
 - has appropriate safeguarding policies and procedures in place
 - knows that the school will inspect these policies and procedures as needed, for instance by ensuring the hirer has carried out DBS checks by asking to see DBS certificates or by asking for written confirmation from the hirer that DBS checks have been carried out.
 - signs a declaration that they will adhere to the school's policies and procedures if the letting takes place during the school day or if students will be on site.



- For individual hirers; an appropriate safeguarding mechanism would be, for example, a free membership scheme, which requires photo identification.

6.7 The Executive Principal/Principal/Headteacher/Head of School

The Executive Principal/Principal/Headteacher/Head of School is responsible for the implementation of this policy and the implementation of the school's Child Protection Procedures including:

- Ensuring that staff (including temporary staff) and volunteers are informed of the school's Child Protection Procedures as part of their induction
- Ensuring that all staff follow the school's procedures
- Communicating the school's Child Protection Procedures to parents when their child joins the school and via the school website and with regular updates
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Ensuring the relevant staffing ratios are met, where applicable
- All children in EYFS will be assigned a key person; in a Reception class this will be held by the class teacher and LSA staff, whereas in a nursery setting within the MAT, this will be based on the age-related ratio guidance for nursery key worker care.

7. Supporting Children

7.1 Introduction

Safeguarding is not just about protecting children from deliberate harm. It also includes such things as student safety, bullying, racist abuse and harassment, educational visits, intimate care, Children Missing Education, internet safety, etc. These issues are outlined in this policy.

Abuse can take place in any family, institution or community setting, in person or via social media. Witnessing abuse can also have a damaging effect on children. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important that all staff and volunteers in our schools know the indicators of abuse and, if they have a concern, to follow procedures.

The Department for Education has produced advice 'What to do if you are worried a child is being abused' which contains advice to help practitioners identify child abuse and neglect and take appropriate action in response. ([What to do if you're worried a child is being abused](#) (HMG, 2015).

7.2 Early Help

Early help means providing support as soon as a problem emerges at any point in a child's life. Without intervention, a family may break down or a child may be put at risk of neglect, emotional, physical or sexual harm or be at risk of radicalisation. Our schools have no pre-prescribed criteria for supporting children and families but rather each case is assessed according to needs and a bespoke programme may be put in place for that child and/or family, as appropriate. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged by the DSL or delegated personnel.



Chapter one of 'Working Together to Safeguard Children' provides detailed guidance on the early help process.

7.3 Removing barriers

We understand that students may find it difficult to communicate their concerns and worries to staff in school for a variety of reasons. However schools should ensure barriers to reporting are regularly reviewed and remedial action taken.

All schools will publicise to students who they can approach with their concerns and what they may expect when they do so. All staff in our schools will take seriously and act on, in a professional manner, any safeguarding information children may disclose. The use of student questionnaires, consultation with student representatives (such as Student Voice) and feedback during PSHE/RSHE activities, sessions and/or lessons will help schools understand how best to encourage and support student reporting.

To allow children to report freely, secondary schools should use appropriate anonymous reporting systems, e.g., 'Whisper'. In primary schools, the use of 'worry boxes' or regular circle time will ensure the school is a 'listening' school.

7.4 Contextual safeguarding

Safeguarding incidents and behaviours can be associated with factors outside our schools. All staff, but especially the DSL and wider pastoral team, should be considering the context within which any incidents and/or behaviours occur and whether wider environmental factors are present in a child's life which are a threat to their safety and/or welfare. To this end, we will consider relevant information when assessing any risk to a child and if necessary share it with other agencies to support better understanding of a child and their family.

7.5 Children potentially at risk of greater harm

We recognise that some children may potentially be at risk of greater harm and require additional help and support. These may be children with a Child in Need or Child Protection Plan, those in Care or previously in Care or those requiring mental health support. We work with Social Care and other appropriate agencies to ensure there is a joined-up approach to planning for these children and that they receive the right help at the right time.

Our schools understand that children with special educational needs (SEN) and/or disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration
- That they may be more prone to peer group isolation than others
- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication difficulties in overcoming these barriers

7.6 Mental health

All staff are aware that mental health problems and prior trauma can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We understand that, where children have suffered abuse or other potentially traumatic adverse childhood experiences, this can have a



lasting impact throughout childhood, adolescence and into adulthood and so our schools are trauma aware; if staff have concerns about a child's mental health, they must inform the DSL without delay. If necessary, schools will seek advice and work with other agencies as appropriate to support a child and ensure they receive appropriate support.

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our schools aim to develop the emotional wellbeing and resilience of all students and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter-balance and promote further growth of resilience.

We will work in partnership with parents to support the well-being of our students. Parents/carers should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

7.7 Self-harm

Self-harm is defined by the National Institute of Clinical Excellence Guidelines (2004) as an "expression of personal distress, usually made in private, by an individual who hurts him or herself". Essentially, self-harm is any behaviour where the intent is to cause harm to oneself.

Where appropriate, the student should be encouraged to call his or her parents to talk about what has happened. The DSL should also talk to the parent/carer. In the event that a student is reluctant to contact his or her parents, staff must make a decision on referrals to parents or carers, or outside agencies, as appropriate to each individual case and in the child's best interests.

It is recommended that the school provides parents with appropriate advice concerning effectively addressing self-injury. Advice on seeking support through the GP should also be provided. Referrals for support from outside agencies may be offered.

'Self-harm' usually refers to behaviours such as cutting, but this is not the only way people self-harm. Ways of self-harming can include:

- cutting yourself
- poisoning yourself
- over-eating or under-eating
- biting yourself
- picking or scratching at your skin
- burning your skin
- inserting objects into your body
- hitting yourself or walls
- overdosing
- exercising excessively
- pulling your hair
- getting into fights where you know you will get hurt.

All cases of self-harm will be treated with sensitivity, with acknowledgement of the student's feelings and the circumstances surrounding that of the individual and their intentions.



7.8 Looked after children and previously looked after children

Many looked after children have suffered disrupted learning and may have missed extended periods of school. The gaps in their learning – and in many cases the emotional impact of their experiences – are likely to have become significant barriers to their progress.

A previously looked-after child is one who is no longer looked after because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person, or has been adopted from 'state care' outside England and Wales.

Section 20 of the 2008 Act places the following duties on governing bodies:

- to designate a member of staff (the designated teacher – also see 'Roles and Responsibilities', above) as having the responsibility to promote the educational achievement of looked-after children, including those aged between 16 and 18 who are registered students at the school
- to ensure that the designated teacher undertakes appropriate training
- the governing body and the designated teacher must have regard to this guidance and any other relevant guidance issued by the Secretary of State.

7.9 Care Leavers

The Local Authority (LA) has on-going responsibilities to young people who cease to be looked after and become care-leavers aged 16 or 17. A Personal Advisor should be appointed by the LA to develop a pathway plan with the young person describing how the care leaver will be supported to participate in education. The DSL or Designated Teacher must therefore ensure that they have the details of the Personal Advisor and liaise with them as necessary.

7.10 Students with SEND

All staff understand that children with special educational needs (SEND) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can be due to:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- SEND students may be more prone to peer group isolation than others;
- SEND students may be disproportionately impacted by things like bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers

Safeguarding children and young people with SEND requires understanding, foresight and reflection. Keeping children safe from harm in school relies on all staff being able to recognise the raised risk factors, identify young people with the greatest levels of risk and create focused action plans (e.g., an ECC One Plan) that sufficiently respond to their needs. Monitoring processes for more vulnerable children must be particularly robust.

7.11 Intimate care

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). A care plan should be drawn up and agreed with parents for all children who require intimate care on a regular basis. Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is



practicable. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.

7.12 Children Missing from Education

All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. Our schools recognise that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents/carers should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Education Access Team, Social Care or Police). It is also recognised that, when not in school, children may be vulnerable to or exposed to other risks, so work with parents/carers and other partners to keep children in school whenever possible. Parents/carers are required to provide at least two emergency contact numbers to the school, so we are able to communicate with someone if we need to.

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation (FGM) and forced marriage.

At all times, schools must seek to account for the whereabouts of their students. In the case of long term absence, there must be regular contact between the school and the student (not just the parent).

Our schools contact the local authority concerning any student who fails to attend school regularly, or who has been absent without school permission for a continuous period of 10 days or more. Our schools work in accordance with the Essex Protocol for children who go missing during the school day (Appendix) and each school has its own procedures written into their Attendance Policy, or equivalent.

7.13 Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our schools' anti-bullying procedures.

7.14 Racist Incidents

Each school has processes for dealing with racist incidents. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

All schools keep a record of racist incidents.

7.15 Allegations against other students

(Please note that this Trust policy links in each of our schools to local school policies on behaviour, anti-bullying, peer-on-peer abuse, harmful sexual behaviour, relationships education, etc.)

All staff must be aware that children can abuse other children. This is most likely to include, but may not be limited to:

- Bullying (including cyber bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence such as rape, assault by penetration and sexual assault
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which maybe stand alone or part of a broader pattern of abuse



- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or harm
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals such as abuse or humiliation used as a way of initiating a person into a group. This may include an online element.
- Abuse in intimate personal relationships

To be considered part of this process, one or a combination of the following allegations or observations will probably be involved:

- a student's concerning behaviour towards a more vulnerable student
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the school
- indicates that other students may have been affected by this student
- indicates that young people outside the school may be affected by this student

In areas where gangs are prevalent, older students may attempt to recruit younger students using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Peer-on-Peer abuse will be taken seriously and should never be tolerated or passed off as "banter" or "part of growing up".

Same-sex relationships Lesbian, Gay, Bisexual and Trans (LGBT) young people experience relationship abuse at similar rates to those of heterosexual young people and, for some, it can be an increased risk factor. LGBT+ young people can face additional barriers to identifying abuse and seeking help; they may be concerned about revealing their sexual orientation and/or are fearful of homophobic reactions from family, friends and professionals. They may be unaware of specialist support services.

Whilst not always the case, the gendered nature of peer-on-peer abuse does mean that it is often more likely that girls will be victims and boys perpetrators, however, all types of peer-on-peer abuse is unacceptable and will be taken seriously.

When an allegation is made by a student against another student:

- You must tell the DSL immediately and record the allegation, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- Whenever sexual violence has occurred or is disclosed the DSL will ensure that both the "victim(s)" and the "perpetrator(s)" are formally referred to children's social care. This will be in addition to reporting the matter to the Police. Sexual violence includes rape, assault by penetration and sexual assault. Children under 10 are below the age of criminal responsibility. Therefore, if they engage in peer-on-peer abuse it is referred to as harmful sexualised behaviour rather than sexual assault. However, this should not deter schools from taking it seriously and formally referring both the "victim(s)" and the "perpetrators(s)" to children's social care.
- The DSL will record a risk assessment and support and protection plan for all children involved – the victim(s), the child(ren) against whom the allegation has been made and any other child affected – with a named adult they can talk to if needed but the choice of any such adult should be the child's.
- The DSL will contact the relevant children and adolescent mental health services (e.g., EWMHS, CAMHS), if appropriate



We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female or male students, and initiation or hazing type violence.
- Ensuring the schools' curriculum helps to educate students about appropriate behaviour in relationships and consent
- Ensuring students know they can talk to staff confidentially
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

7.16 Child on child sexual violence and sexual harassment

(Please note that this Trust policy links in each of our schools to local school policies on behaviour, anti-bullying, peer-on-peer abuse, harmful sexual behaviour, relationships education, etc.)

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or a group of children. Sexual violence and sexual harassment can also occur within intimate personal relationships between peers. It is never acceptable.

When responding to reports of sexual violence or harassment, decisions will be made on a case-by-case basis, with the DSL taking the leading role, using their professional judgment, and will also work alongside other agencies such as social care and the Police. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. It is therefore important to explore safeguarding concerns for the perpetrator ensuring any action required is taken to safeguard that child as well.

All victims will be reassured and the report will be taken seriously. It is important to note children may not find it easy to tell staff verbally. They may show signs or act in ways they hope an adult will notice and react to. A victim should not be made to feel ashamed for making a report or their experience minimised, ensuring they feel supported and are dealt with respectfully.

Where the report includes an online element, a key consideration is for staff not to view or forward illegal images of a child.

Where the report is of sexual violence, the DSL will make an immediate risk and needs assessment considering:

- the victim, especially their protection and support
- the alleged perpetrator
- all the other children (and if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them.

The risk assessment will be recorded and kept under review.

There is further guidance available at 'Sexual violence and harassment between children in schools' and also in KCSIE.



7.17 Up-skirting

This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. It is now a criminal offence.

7.18 Sexting

Creating and sharing sexual photos and videos of under-18s is illegal. Sexting is also referred to as 'youth produced sexual imagery'. Sexting does not include the sharing of sexual photos and videos of under 18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the Police.

If staff become aware of an incident involving sexting it must be reported to the DSL immediately. Staff must never view, download or share imagery themselves or ask a child to share or download- this is illegal. Do not delete the imagery or ask the child to delete it. The DSL is responsible for asking information regarding the imagery and will share with the appropriate adults and professionals. Further information is available in 'Sexting in schools and how to respond'.

7.19 Child Sexual Exploitation (CSE)

(Also see Appendix 2)

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to male and female children from any background or community. In Essex, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Children who have been moved for the purpose of sexual exploitation are referred to as having been trafficked. Our schools are alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The Designated Safeguarding Lead will lead on these issues and will work with other agencies as appropriate.

This one page process map sets out arrangements for CSE in Essex: [one page process map](#).

7.20 Child Criminal Exploitation (CCE)

(Also see Appendix 2)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator and/or (c) through violence or threats of violence. The victim may have been criminally exploited even if the activity appears consensual.

All staff will be aware of indicators, which may signal that students are at risk from or involved with serious violent crime. Increased absence from school, changes in friendships, relationships with older students, a decline in performance, self-harm, injuries, significant changes in well-being, unexplained gifts and new



possessions could all indicate involvement or association with criminal networks or gangs. It can also occur through the use of technology, not just face to face.

Our schools will work with key partners locally to prevent and respond to CCE. The DSL will ensure that formal referrals are made to children's social care for any students about whom there are CCE concerns.

7.21 County Lines

County lines is the term used to describe gangs and organised criminal networks involved in exporting illegal drugs (e.g., crack cocaine and heroin) into one or more importing areas (within the UK) using dedicated mobile phone lines or other form of 'deal line'. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging' where drugs are concealed internally to avoid detection.

Shoplifting, pick-pocketing, carrying concealed weapons, vehicle crime, threatening or committing serious violence are other specific forms of CCE.

Missing episodes from both home and school is one way of identifying potential involvement in county lines. Further information on the signs of a young person's involvement in county lines is available in guidance published by the Home Office, 'Child missing from home or care; Drugs'. Children may have been moved for the purpose of criminal exploitation; this is commonly referred to as trafficking.

7.22 Serious violence

All staff are aware of indicators which may signal that children are at risk from or involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs.

The DSL will ensure that formal referrals are made to children's social care for any students who are at risk from or involved with serious violent crime

7.23 Domestic Abuse

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. It may be a single incident or a pattern of incidents. Our schools recognise that exposure to domestic abuse can have serious long term emotional and psychological impacts on children. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

7.24 Honour-Based Violence or Abuse (HBA)

Honour-based' violence (HBA) encompasses crimes, which have been committed to protect or defend the honour of the family and/or the community. These crimes include Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of HBA are abuse.

7.24a Forced marriage

A forced marriage is one entered into without the full consent of one or both parties and where the participants are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional



pressure. It may also involve physical or sexual violence and abuse. In England and Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014. All staff understand how to report concerns where this may be an issue.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses. Children may be married at a very young age and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a student about being taken abroad and not be allowed to return to England.

7.24b FGM

(Also see Appendix 2)

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain, distress, and long-term health consequences, including difficulties in childbirth.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our schools operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by a female student about going on a long holiday during the summer vacation period.

7.25 Ritualistic Abuse Linked to Spirit Possession

Some faiths believe that spirits and demons can possess people (including children). The use of any physical or psychological violence to get rid of the possessing spirit is abusive and should always be reported. Successful prosecution will result in a criminal conviction of those using this form of abuse even if the intention is to help the child.

7.26 Radicalisation and Extremism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities, which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form but schools should also remain alert to the risk of radicalisation into white supremacy extremism or violent misogyny.

School staff are aware of the signs of extremism and a risk assessment should be completed to identify any areas of concern. Opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).



As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a duty on schools and other education providers that, in the exercise of their functions, they have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty and is a key part of the Government’s counter-terrorism strategy; schools and governing bodies have a critical part to play in delivering this strategy.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of students and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism and is a key element of the Prevent strategy.

Our schools work in accordance with the local procedures for PREVENT and with other agencies, sharing information and concerns as appropriate (Appendix 4). Where we have concerns about extremism or radicalisation, we will seek advice from appropriate agencies and, if necessary, refer to social care and/or CHANNEL panel.

Examples of indicators that may suggest vulnerability to violent extremism:

- Expressed opinions – such as support for violence and terrorism or the values of extremist organisations
- Material – possession of extremist literature; attempts to access extremist websites and associated password protected chat rooms; possession of material regarding weapons, explosives or military training
- Behaviour and behavioural changes – such as withdrawal from family and peers; hostility towards former associates and family; association with prescribed organisations and those that hold extremist views
- Personal history – Claims or evidence of involvement in organisations voicing violent extremist ideology or attendance at military/terrorist training

7.27 Visiting speakers

The Prevent Duty sets out an expectation of clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised. This includes a formal procedure for inviting speakers which involves approval by a delegated member of the SLT and/or school committee, appropriate checks on the suitability of the person, documented agreement that they understand they must abide by the school’s equality commitments including no statements that might cause offence to others or undermine tolerance of faiths or beliefs and no extremist material. Staff will know the content of the presentation before the event. Any presentation that proves to be unsuitable will be brought to an early end by staff. Any presentation to raise funds will be with the written permission of a delegated member of the SLT only.

Please see the section on Site Security for school visitor safeguarding procedures.



7.28 Work Experience (Secondary Schools)

The school must have robust procedures to safeguard students undertaking work experience either arranged by the school directly or contracted by the school to a preferred organisation. The procedures must be in accordance with KCSIE

7.29 Children staying with host families

The school may make arrangements for students to stay with a host family during a foreign exchange trip or sports tour and/or some overseas students may reside with host families during school term time. We will work with the local authority to check that such arrangements are safe and suitable. In such circumstances, the school follows the guidance in KCSIE to ensure that hosting arrangements are as safe as possible and all relevant and appropriate checks are completed.

7.30 Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. Should staff become aware of a Private Fostering arrangement they will inform the DSL who will consult with the family and if appropriate will inform Social Care.

It is a statutory duty for the school to inform the Local Authority when it is made aware of a child or young person being subject to private fostering arrangements.

7.31 Use of Reasonable Force

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. Our schools work in accordance with statutory and local guidance on the use of reasonable force and recognises that where intervention is required, it should always be considered in a safeguarding context.

Such events should be recorded and signed by a witness, wherever possible. Physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is sometimes appropriate in the context of working with children, and staff are given guidance to ensure they are clear about their professional boundary.

7.32 Online safety

Whilst being online presents many positive and exciting opportunities, we recognise that it also presents challenges and risks; children and young people can be exploited and suffer bullying through their use of modern technology, web sites and social networking apps and sites. Any student can be vulnerable online, and their vulnerability can fluctuate depending on their age, developmental stage and personal circumstance.



In order to minimise the risks to students and young people, schools will ensure that they have appropriate in-school measures in place, such as security filtering, as well as policies and procedures; they must have, for instance an 'Acceptable Use Policy' or equivalent which is concerned with technology and which should be linked to, or be part of, an e-Safety Policy. In addition, all school policies must reflect online safety.

Online safety must also be reflected in the school's curriculum.

Staff online safety training should be regularly provided and should be up-to-date. It should include staff being made aware of how to keep themselves safe online.

Our schools will also involve parents in their online safety safeguarding duty, for instance via home/school agreements and by offering online safety information and/or training and/or topical awareness alerts to parents through their school communications systems or newsletters.

All Staff should be aware that technology is a significant component in many safeguarding and well-being issues and also aware of the risks to children online. Staff should be aware that in many cases, abuse will take place concurrently via online channels and in daily life.

Where it is suspected that a student is at risk from internet abuse or cyber bullying concerns will be reported to the appropriate agency.

All staff are aware of how to avoid compromising their 'position of trust' when online, either in or out of the school, and are aware of the dangers associated with the internet and other mobile technology. The school's e-Safety policy will clearly state that mobile phone or electronic communications with a student at the school is not acceptable other than for approved school business e.g. coursework, mentoring. Staff found to be in breach of the school e-safety acceptable use guidelines and/or guidelines on the use of mobile devices may be subject to disciplinary action or a child protection investigation.

The breadth of issues classified within online safety is considerable but the main areas of online risk can be categorised as:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example peer to peer pressure, commercial advertising as well as adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams or trading in inappropriate images or items.

8. Concerns and allegations concerning members of staff and volunteers

All staff and volunteers should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children, or interviews with parents, to be conducted in view of other adults.

Whilst the vast majority of adults who work with children in education settings act professionally and seek to provide a safe and supportive environment, all staff should be aware of their duty to raise concerns about



the attitude and actions of colleagues if they arise. Each school follows the procedures in the Alpha Trust Dealing with Safeguarding Allegations against Adults in Schools Policy.

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the School Staff Handbook / Code of Conduct, which is signed, or acknowledged electronically, by all staff, and the 'Acceptable Use Policy' or equivalent which refers to electronic media.

All staff and volunteers are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach. All staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence. The Staff Behaviour Policy/Code of Conduct states our expectations of staff. It is signed by all staff.

We understand that a student may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests a that a person is may be unsuitable to work with children, the member of staff receiving the allegation or who is aware of the information, will immediately inform the Executive Principal/Principal/Headteacher/Head of School. If the allegation made to a member of staff concerns the Executive Principal/Principal/Headteacher/Head of School, the person receiving the allegation will immediately inform the CEO, who will contact the LADO where threshold to do so has been met, without notifying the Executive Principal/Principal/Headteacher/Head of School first.

Trust schools work in accordance with statutory guidance and the SET Procedures (ESCB) in respect of allegations against an adult working with children (in a paid or voluntary capacity), the Alpha Trust Dealing with Safeguarding Allegations against Adults in Schools Policy and KCSIE 2021 (Part 4).

SET Procedures (ESCB, 2019) require that, where an allegation against a member of staff is received, the Executive Principal/Principal/Headteacher/Head of School, senior named person or the Chair of the Local Governing Board must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day. However, wherever possible, contact with the LADO should be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to students, parents/carers and HR. The school does not carry out any investigation before speaking to the LADO.

Where appropriate, schools with Early Years provision will inform Ofsted of the allegation and actions taken, within the necessary timescale.

If there are concerns about a member of the Trust's central team, the person raising the concern should speak to the Chief Executive Officer (CEO). If there are concerns about the Chief Executive Officer, the person raising the concern should speak to the Chair of the Board of Trustees. They will then follow the procedures set out in the Alpha Trust Dealing with Safeguarding Allegations against Adults in Schools Policy.

At all times, schools follow the Procedure for Dealing with Safeguarding Allegations in School; staffing matters are confidential and schools operate within a statutory framework around Data Protection.



9. Safer Recruitment

Our schools comply with KCSIE 2021 (Part 3), follow 'Juniper' safer recruitment procedures, the relevant Alpha Trust policies, follow their own DBS Procedures and seek legal support from the Trust's legal advisors as appropriate.

At least one member of each recruitment panel will have attended safer recruitment training and at least two people will carry out the shortlisting exercise.

All new employees (involved in early year's settings and/or before or after school care for children under eight) are made aware of the 2018 Childcare Disqualification Regulations and their obligations to disclose relevant information to the school. This is captured through the 'New Starter' pack.

Schools obtain written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

Each school maintains its own Single Central Record (SCR) detailing all the recruitment checks that have been undertaken by the school and all the safeguarding checks that have been carried out on all staff and other relevant people, for instance regular visitors and volunteers. Once a term the school sends a security-protected electronic copy of its SCR (to date) to the Trust where it is held securely, being password-protected and accessible only by CEO-designated personnel. The school's SCR is audited on a regular basis by the Executive Principal/Principal/Headteacher/Head of School and/or the DSL and the Safeguarding Governor/Chair of the LGB.

10. Volunteers

Volunteers, including Governors and Trustees, will undergo checks commensurate with their work in the school, their contact with students and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

11. Contractors

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school's day.

12. Site Security

Each Trust school ensures that regulated and non-regulated activities and staff supervision are understood across the school. The identification of volunteers, students and visitors can be clearly identified by the school's visitor system.

Visitors to the school, including contractors, are asked to sign in and are given a badge/lanyard/sticker, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in.

Any individual on the school site who is not known or identifiable or wearing a badge/lanyard/sticker should be challenged for clarification and reassurance. Schools have a responsibility for identifying approved adults who are collecting children from school.



All visitors are expected to observe the school's safeguarding and health and safety regulations. The Executive Principal/Principal/Headteacher/Head of School or a delegated member of SLT will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

Our schools will not accept the behaviour of any parent or individual that threatens the school's security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in the decision to refuse access onto the school site for that individual.

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-community ethos and welcome comments from students, parents and others about areas that may need improvement from a safeguarding perspective. Schools follow the Trust's Health and Safety Policy.

Each school's Lettings Policy will seek to ensure the suitability of adults working with children on site at any time. Community users organising activities for children are aware of the school's child protection guidelines and procedures; these are provided as part of the lettings arrangement.

13. Extended school, educational trips and visits and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Our schools should use Essex Educational Visit Support – EVOLVE – for risk assessment and trip planning.

Where extended school activities are provided by and managed by the school, its own Child Protection Policy/Procedures apply. If other organisations provide services or activities on a school site on behalf of the school, the school will check that they have appropriate procedures in place, including safer recruitment procedures.

When students attend off-site activities, including day and residential visits and work related activities, schools will check that effective child protection arrangements are in place and/or utilise the EVOLVE system.

14. Confidentiality and Sharing Information

14.1 Professional confidentiality

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff are expected to treat information they receive about children and young people in a discreet and confidential manner. Confidential information should never be used casually in conversation or shared with any person other than on a need to know basis. When discussing personal or sensitive safeguarding information, staff should ensure that no one outside of the conversation can overhear.

Staff should only discuss concerns with the DSL, Executive Principal/Principal/ Headteacher/Head of School or CEO (depending on who is the subject of the concern – please refer to the Alpha Trust Concerns and Complaints Policy). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Following a number of instances nationally where senior leaders in school had failed to act upon concerns raised by staff, KCSIE states that any member of staff can contact children's social care if they are concerned about a child.



14.2 All staff and volunteers – responding to a disclosure

Staff and volunteers should never promise a child that they will not tell anyone about a report of abuse or a safeguarding concern, nor promise to keep a secret. In accordance with statutory requirements, a child protection concern must be reported to the DSL and may require further referral to, and investigation by, appropriate authorities.

14.3 Information sharing

Our schools follow ‘Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers’, UK Gov. 2018)

Timely information sharing is essential to effective safeguarding; fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

The DSL will normally obtain consent from the student and/or parents to share sensitive information with outside agencies. However, if staff need to share ‘special category personal data’, the DPA 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, if it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

The reason(s) why consent was not sought before information-sharing occurred will be recorded, where this applies.

Child protection records are normally exempt from the disclosure provisions of the DPA, which means that children and parents do not have an automatic right to see them. In particular, under Section 19 of the DPA 2018, schools are exempt from providing students’ personal data where the serious harm test is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the Executive Principal/Principal/Headteacher/Head of School. If in doubt we may seek independent legal advice.

The government’s information sharing advice for safeguarding practitioners (‘Information sharing: Advice for safeguarding practitioners’: 2018) includes 7 ‘golden rules’ for sharing information, and will support those staff who have to make decisions about sharing information. If staff are in any doubt about sharing information, they should speak to the Designated Safeguarding Lead (or deputy). Information sharing is also addressed in this policy with respect to record-keeping, in the next section, and for allegations of abuse made against members of staff or volunteers, please refer to the Alpha Trust Dealing with Safeguarding Allegations against Adults in Schools Policy.

Each school’s Subject Access policy is available to parents and students via the school website or on request.

14.4 The DSL and pastoral team members

As in the DSL responsibilities stated above, the DSL will share information concerning ‘at risk’ students with staff members and/or volunteers on a “need to know and in the child’s best interest” basis. The sharing of information will be proportionate to the risk faced by the child and their resilience to such risks.

Other members of the pastoral team in the school will follow the DSL’s direction on information-sharing with staff and/or volunteers, on a case by case basis.



15. Record-Keeping

All safeguarding concerns and actions taken must be recorded. If there is any doubt about whether to record something, it must be discussed with the DSL.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse will record it as soon as possible (see section on procedures).

Non-confidential records will be easily accessible and available.

Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

- Child protection information will be stored and handled in line with the Data Protection Act 2018.
- All child protection records are stored securely and confidentially and will be retained for 25 years after the student's date of birth, or until they transfer to another school or educational setting
- Child protection information will be stored separately from the student's school file and the school file will be 'tagged' to indicate that separate information is held.

When a child for whom there is a child protection record leaves one of our schools, the DSL will inform the relevant social worker and send the child protection records to the receiving institution immediately. These will be transferred separately from the main student file, by secure transit and with return information clearly stated, and confirmation of receipt will be obtained and retained.

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new institution in advance of a child leaving. For example, information that would allow the new educational setting to continue ongoing support for a child on its arrival. If the name of the receiving institution is not known, the DSL will notify the child's social worker as a matter of urgency as soon as the child leaves or appears to be missing. In these circumstances, the child protection records will remain at the school until the child is known to have registered elsewhere.

When a child joins one of our schools and records from the previous institution indicate they have a child protection plan, the DSL will make contact with the local authority children's social care service.

When a child who is known to have child protection records joins one of our schools and no child protection records have been received from the previous school, the DSL will contact the DSL at that institution to request the records be sent immediately. This request will be confirmed in writing and repeated if necessary. If they remain unavailable, the school will inform the Education Welfare Service.

If a child leaves one of our schools to be electively home educated, their child protection records will remain at the school until the child is known to have registered elsewhere. If a child joins one of our schools following a period of elective home education, the DSL will contact the DSL at their last known school to establish whether there are any child protection records and request that they be sent on without delay. (Some electronic recording systems, such as CPOMS, will alert the new school if any previous record exists, however, the previous school will need to release the record.)

Trust schools receiving safeguarding and child protection information should ensure key staff, such as DSLs, SENCOs, Year Leaders, form tutors or class teachers, are aware of this information, as required and as appropriate.

More information:

- Each school has a record retention policy and/or protocol



- The Alpha Trust Recruitment and Selection Policy is available on the Trust website and on each school's website. Each school has procedures and/or a policy concerning record-keeping specifically with respect to recruitment and pre-employment checks
- The Alpha Trust Dealing with Safeguarding Allegations against Adults in Schools Policy is available on the Trust website and on each school's website

16. Child Protection Procedures

In addition to this policy, each Trust school has its own specific Child Protection Procedures which all staff and volunteers must be made aware of.

Please refer to the summary diagram in Appendix 1

16.1 Recognising abuse

'Keeping Children Safe in Education' defines abuse as the maltreatment of a child.

"Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children"

The four main types of abuse referred to in KCSIE are:

- Physical
- Emotional
- Sexual
- Neglect

More details are given in Appendix 1 along with indicators of abuse.

Abuse may be committed by adults, and by other children and young people.

To ensure that our students are protected from harm, all staff in our schools are aware of the signs of abuse and neglect and understand what types of behaviour constitute abuse and neglect, so that we are able to identify children who may be in need of help or protection.

All staff are aware of the environmental factors which may impact on a child's welfare and safety and understand safeguarding in a wider context ('contextual safeguarding' – see below).

Staff are aware of safeguarding issues that can put children at risk of harm and understand the behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

16.2 Prevention

We recognise that schools play a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

Our Trust schools will, therefore:

- Aim to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

- Include regular consultation with children, for example through safety questionnaires, through consulting with Student Voice or other student body representatives or ambassadors, participation in anti-bullying week, student-led assemblies on current safeguarding issues, such as peer-on-peer abuse and e-safety, by asking children to report whether they have had a happy/sad lunchtime, etc.
- Ensure that all children know the adult or adults in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including in PSHE/RSHE lessons which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. For example, this will include anti-bullying work (including peer-on-peer abuse), e-safety and safe relationships and, as appropriate, such concerns as road safety, fire safety, pedestrian safety, cycle training, etc. The PSHE curriculum, or RSHE provision, in all schools is reviewed annually to make sure it is age-appropriate and up-to-date
- Ensure all staff are aware of their school's guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks

16.3 If a child makes a disclosure to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel shame, particularly if the abuse is sexual. Their abuser may have threatened them with further harm if they tell. The child may have lost all trust in adults or they may believe, or have been told, that the abuse is their own fault. Sometimes a child is not aware that what is happening is abuse.

If a child discloses a safeguarding issue to you, you should:

- Allow them to speak freely and do not ask leading questions
- Listen to them
- Do not be afraid of silences
- Remain calm, do not overreact and do not show that you are shocked or upset
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault'.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Do not promise to keep secrets – find an appropriate early opportunity to explain that the information will need to be shared with others
- Only ask questions for clarification purposes – at all times avoid asking questions that suggest a particular answer
- Do not offer any physical touch as comfort
- Tell the student what will happen next
- Report to the DSL even if the child has promised to do it themselves
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it.
- Use the school's particular Child Protection Procedures for safeguarding reporting; this may also involve electronic recording.
- Seek support for yourself or the child if distressed



16.4 Taking Action

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of 'it could happen here'.

16.4a If a child is in immediate danger or at risk of harm:

- Make a referral to children's social care and/or the police immediately. Anyone can make a referral. The NPCC's 'When to call the police' document should help DSLs understand when they should consider calling the police and what to expect when they do:
<https://www.npcc.police.uk/documents/pdf>
- Tell the DSL immediately if you make a referral directly.
- Local procedures for making a referral, as agreed with the three local safeguarding partners, are set out in each school's child protection procedures.
- The following link to the GOV.UK webpage for reporting child abuse to your local council, allows you to enter your postcode and provides contact details for your local authority:
<https://www.gov.uk/report-child-abuse-to-local-council>

16.4b If there are concerns about a child's welfare but they are not in immediate danger:

- Figure 1 – 'Actions where there are concerns about a child', below, illustrates the procedure to follow if you have concerns about a child's welfare but they are not in immediate danger
- Report your concern as soon as possible to the DSL to agree a course of action. The timings of such internal referrals should reflect the level of perceived risk or harm but should be completed **by the end of the working day** on which the identification or disclosure of harm or risk of harm was made.
- Do not start your own investigation
- Share information on a 'need to know' basis – see the section in this policy on confidentiality and sharing information. Only discuss the issue with the DSL.
- Complete the school's required safeguarding forms/records of concern.
- Seek support for yourself if you are distressed.

16.4c Concerns about a student's welfare and Early Help

There will be occasions when staff may suspect that a student may be at risk. The student's behaviour may have changed, their artwork may be concerning, stories or poetry may reveal confusion or distress, or physical signs may have been noticed.

In these circumstances, staff will try to give the student the opportunity to talk and ask the student how they are feeling and if the member of staff can help in any way.

Staff should record these early concerns using their school's reporting procedures and discuss them with the DSL to work out how to proceed. If the student does reveal that they are being harmed, staff should follow the school's Child Protection Procedures and the advice in this policy.

Any child may benefit from Early Help but all staff and volunteers should be alert to the potential need for Early Help for those children who are particularly vulnerable because they are:

- disabled or have special educational needs
- have a mental health need
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- misusing drugs or alcohol themselves
- asylum seekers
- living away from home possibly in private fostering



- persistently absent from education
- showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- affected by parental offending or has a family member in prison
- experiencing transient lifestyles or living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of modern slavery, trafficking sexual or criminal exploitation
- do not have English as a first language
- at risk of honour based abuse such as female genital mutilation (FGM) or forced marriage
- at risk of being drawn into extremism
- returned home to their family from care

If Early Help is appropriate, the DSL will support with liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSL will keep the case under constant review and will consider a referral to local authority children's social care if the situation does not improve. Timelines of interventions will be monitored and reviewed.

16.4d Concerns about radicalisation and extremism

- If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate (see 'Referral' above).
- Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.
- The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and Governors/Trustees can call to raise concerns about extremism with respect to a student. You can also email counter.extremism@education.gov.uk. But please note that this is not for use in emergency situations.
- In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:
 - Think someone is in immediate danger
 - Think someone may be planning to travel to join an extremist group
 - See or hear something that may be terrorist-related

16.4e Concerns FGM has taken place or a student is at risk of FGM

- All staff should speak to the DSL and follow local safeguarding procedures with regard to any concerns about FGM.
- There is a specific legal duty on teachers; if a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out.

16.4f Making Referrals and Interagency Working

- The DSL, or a member of staff delegated or directed by the DSL, will make the referral to local authority children's social care or the police, if it is appropriate to do so.
- Members of staff who make a referral directly in an emergency must tell the DSL immediately.
- Whilst the DSL may seek external advice before making a referral (each school's child protection procedures include details of local sources of advice), this should not delay the referral. The DSL makes the referral according to the locally agreed timescales and procedures (details are in each school's child protection procedures).
- The referral will note all previous intervention by the school with the child, any relevant history relating to the child, their siblings or the family.
- The DSL shares information with other relevant professionals, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared.
- The DSL informs parents that they have made a referral, if the parent does not already know, and if there is no reason not to let them know. The local authority may suggest delaying informing the parent in cases of suspected physical or sexual abuse, or where informing the parent might put the child at further risk, or to prevent the child being harmed or intimidated (and retracting their disclosure) or in cases of suspected Fabricated or Induced Illness by proxy.
- The DSL remains in close communication with other professionals around the child/family, in order to share any updates. If a child protection investigation is pursued, the DSL and other key school staff will:
 - Work closely and collaboratively with all professionals involved in the investigation, to keep the child safe
 - Attend a child protection conference when invited and provide updated information about the child
 - Attend any subsequent child protection review conferences.
 - Attend core group meetings and take an active role in providing information and contributing to the plan, including raising any concerns the school may have about the plan and/or the child's welfare
 - Implement the protection plan
- If a child is subject to a Child Protection or Child in Need Plan, the DSL will ensure the child is monitored regarding school attendance, emotional well-being, academic progress, welfare and presentation.

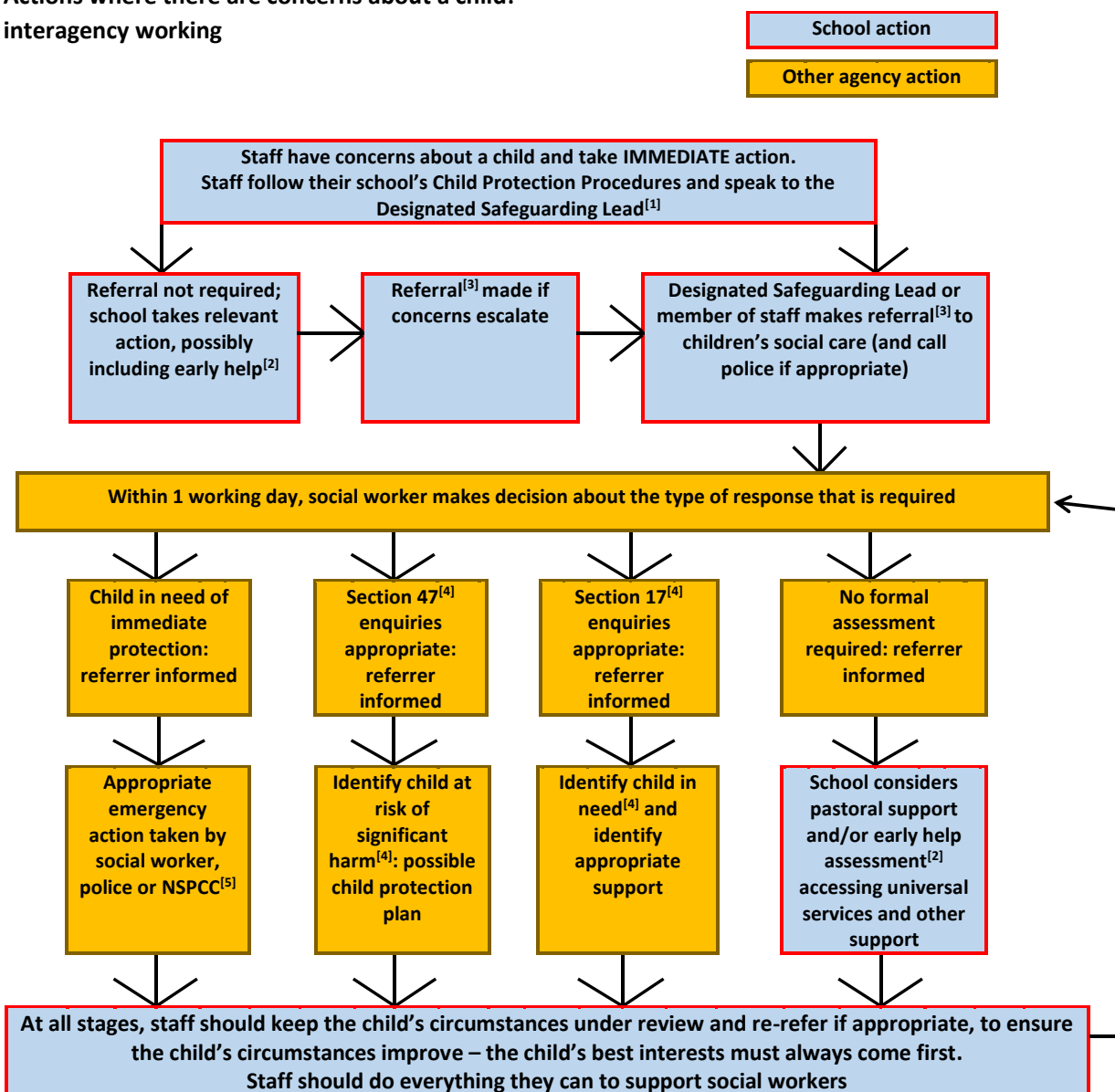
The local authority will make a decision within one working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

Please refer to figure 1, below.

Figure 1

**Actions where there are concerns about a child:
interagency working**



[1] In cases which also involve a concern or an allegation of abuse against a staff member, see

[2] Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of 'Working Together to Safeguard Children' provides detailed guidance on the early help process.

[3] Referrals should follow the Local Authority's referral process. See chapter one of 'Working Together to Safeguard Children'.

[4] Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. **Children in need** may be assessed under **section 17** of the Act. Under **section 47** of the Act, where a local authority has reasonable cause to **suspect that a child is suffering or likely to suffer significant harm**, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of 'Working Together to Safeguard Children'.

[5] This could include applying for an Emergency Protection Order (EPO).



16.4g Notifying parents/carers

We are committed to working in partnership with parents/carers to safeguard and promote the welfare of our students. We will support parents/carers so that they understand our statutory responsibilities regarding safeguarding children.

Schools will ensure that they work positively, openly and honestly with parents and will respect parents' rights to privacy and confidentiality. We will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

Our schools will seek to share with parents any concerns they may have about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the Designated Safeguarding Lead making the appropriate referral, for instance to Children's Social Care.

Our focus is the safety and wellbeing of the student. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved unless it is believed that to do so would exacerbate the situation.

In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and updated information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- At least two emergency contact numbers;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above);
- Any legal or criminal changes which effects parental responsibility e.g. Bail condition, contact orders, non-molestation orders, court orders, etc.

17. Staff Training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. All staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively, including for example, e-safety, online abuse, Child Sexual Exploitation, FGM, peer-on-peer abuse, among other topics.

A record of all child protection training is kept for all staff and Governors.

The Designated Safeguarding Lead and Deputies undertake Level 3 child protection training at least every two years. The school also ensures that the Designated Safeguarding Lead and Deputies undertake training in inter-agency working and other matters as appropriate.

The Executive Principal/Principal/Headteacher/Head of School, all staff members and Governors receive appropriate child protection training which is regularly updated and in line with advice from the Essex Safeguarding Children Board (ESCB). All staff will also receive a wide range of comprehensive safeguarding and child protection updates via email, weekly bulletins, website access and staff meetings throughout the year. Staff are also trained on how to report concerns and to whom.



New staff and governors will receive a briefing and safeguarding information during their induction, which will include the school's Child Protection Procedures, the Staff Behaviour Policy/Code of Conduct, reporting and recording arrangements, and details concerning the DSL.

All staff should have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the School Staff Handbook and Code of Conduct.

Staff understand the difference between a 'concern' and 'immediate danger or at risk of harm' and therefore ensure appropriate action is taken.

All members of staff, volunteers and governors know how to respond to a student who discloses abuse.

Staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. The Executive Principal/Principal/Headteacher/Head of School and/or Designated Safeguarding Lead will provide support and supervision to staff involved in child protection issues or seek further support as appropriate.

18. Whistleblowing

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example students in a school or members of the public.

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. However, all staff must remember that the welfare of the child is paramount. All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the School's Code of Conduct/Staff Behaviour Policy and the Trust's Whistleblowing Policy.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Executive Principal/Principal/Headteacher/Head of School. Complaints about the Executive Principal/Principal/Headteacher/Head of School should be reported to the CEO.

We want everyone to feel able to report any child protection/safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (available 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk

Each school appoints a named Whistleblowing Governor and the Board of Trustees appoints a named Whistleblowing Trustee; their details are in this policy.

General guidance on whistleblowing can be found via <https://www.gov.uk/whistleblowing>.



19. Monitoring and Evaluation

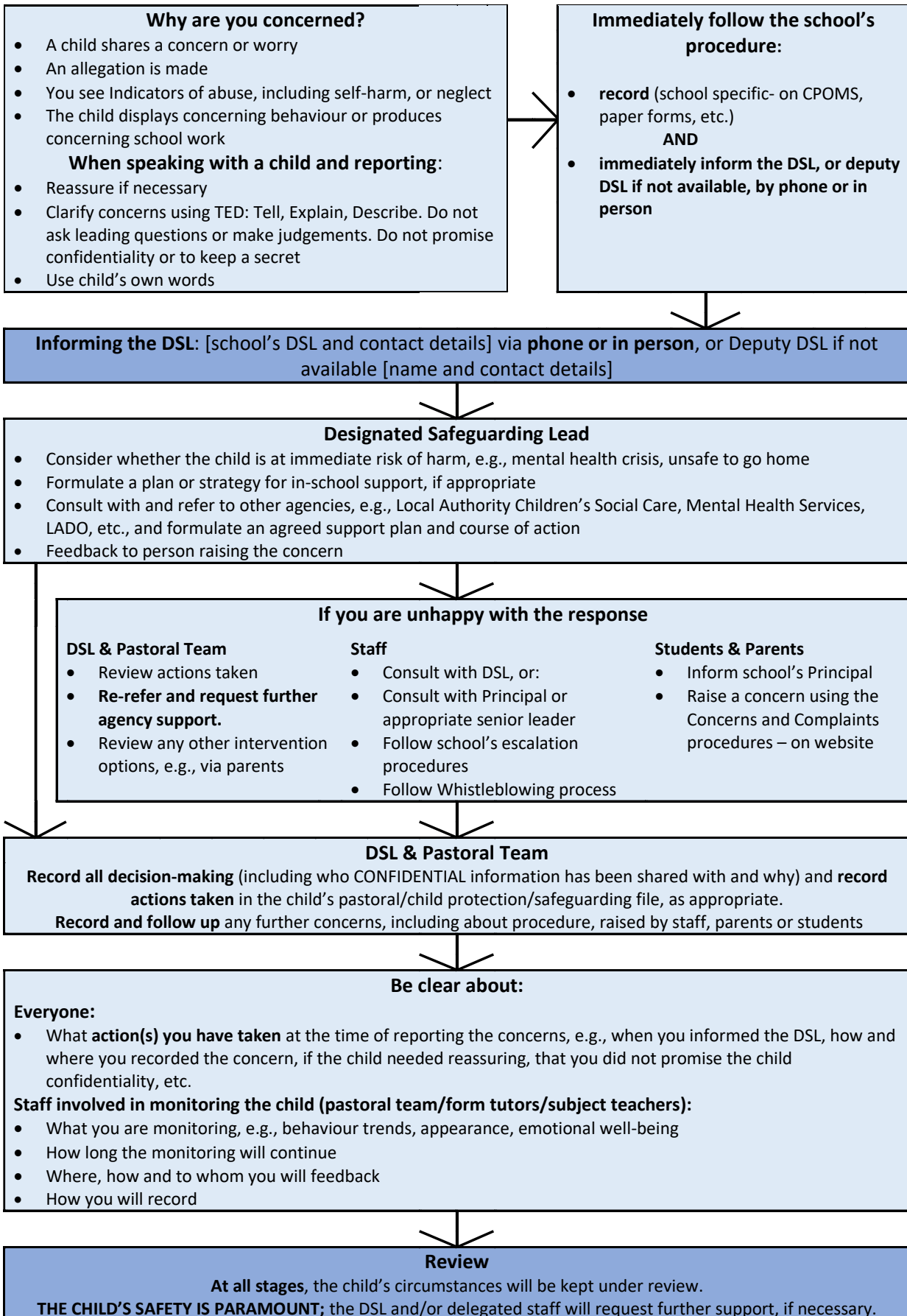
Safeguarding & Child Protection Policy and Procedures will be monitored and evaluated by:

- Local Governing Board visits to the school including review of the Safeguarding and Child Protection Audit.
- SLT Learning Walks and discussions with students and staff
- Review of parental concerns, surveys and student questionnaires
- Scrutiny of attendance data
- Scrutiny of a range of risk assessments
- Scrutiny of LGB minutes
- Logs of bullying, racist, and behaviour incidents for Senior Leaders and Governing Boards to monitor.

Trustees receive reports on safeguarding in our schools and school attendance via the CEO Report to Trustees and from CEO verbal reporting at Trust Board meetings which are minuted. They also receive schools' Executive Principal/Principal/Headteacher/Head of School Report to the LGB which monitors Safeguarding and Child Protection Procedures and areas of concern.



Safeguarding - What to do in school





Appendix 2: RECOGNISING SIGNS OF CHILD ABUSE

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Although divided into four categories, these forms of abuse are often found together.

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services i.e. Social Care.

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her (or his) age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

This can range from over chastisement, slapping with the hand, a belt, a stick or other object, to shaking, punching or throwing a child across a room. Children have died as a result of deliberate physical injury caused by parents or other 'carers'. This may also take the form of induced or fabricated illness (Munchausen's Syndrome by proxy).

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents/carers are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

- Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:
- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Behavioural Indicators (linked to possible physical abuse)

- Flinching when approached or touched;
- Reluctance to change clothes for PE lessons;
- Wary of adult contact;
- Difficult to comfort;
- Apprehension when other children cry;
- Crying/irritability;
- Frightened of parents/carers;
- Afraid to go home;
- Rebelliousness in adolescence;
- Behavioural extremes – aggressiveness, withdrawal, impulsiveness;
- Regresses to child-like behaviour;
- Apathy;
- Depression;
- Poor peer relationships;
- Panic in response to pain.

Recognising Neglect

This can range from ignoring a child's developmental needs to not feeding or clothing her adequately and/or not supervising her adequately.

Neglect is not always easy to recognise, but the following may give cause for concern when considered in relation to the age of the child. Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents/carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Recognising Sexual Abuse

This is the involvement of a child or adolescent in sexual activities they may not understand, to which they cannot give their consent and which are not acceptable by our society. This includes inappropriate touching, obscene photographs, child pornography as well as attempted or actual sexual intercourse. Children of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly



difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour or conversation, inappropriate to the child's age
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)
- Sudden changes in behaviour
- Running away from home
- Wary of adults or poor peer relationships.

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing
- Difficulty in walking or sitting down
- Excessive crying.

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

'Developmental Sexual Activity' encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

'Inappropriate Sexual Behaviour' can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour. Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- Consent – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. These may include rejecting a child, refusing to show a child love or affection or deliberately making a child unhappy by continually belittling him/her or verbally abusing him/her.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others e.g. biting
- Scape-goated within the family
- Frozen watchfulness (particularly in pre-school children)
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others
- Compliant, passive, aggressive, demanding
- Behaviour which seems to be too grown up or too young for the age and stage of development of the child.

Child Sexual Exploitation/Child Criminal Exploitation (CSE/CCE)

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual/criminal exploitation.

Signs include:

- Underage sexual activity
- Inappropriate sexual or sexualised behaviour
- Sexually risky behaviour, 'swapping' sex
- Repeat sexually transmitted infections
- In girls, repeat pregnancy, abortions, miscarriage
- Receiving unexplained gifts or gifts from unknown sources



- Having multiple mobile phones and worrying about losing contact via mobile
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Moving around the country, appearing in new towns or cities, not knowing where they are
- Getting in/out of different cars driven by unknown adults
- Having older boyfriends or girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- Associating with other young people involved in sexual exploitation including online activity/sexting
- Recruiting other young people to exploitative situations
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- Drug or alcohol misuse
- Getting involved in crime
- Police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault.

Honour Based Abuse including Forced Marriage

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1: Clitoridectomy – partial/total removal of clitoris

Type 2: Excision – partial/total removal of clitoris and labia minora

Type 3: Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4: all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community



- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

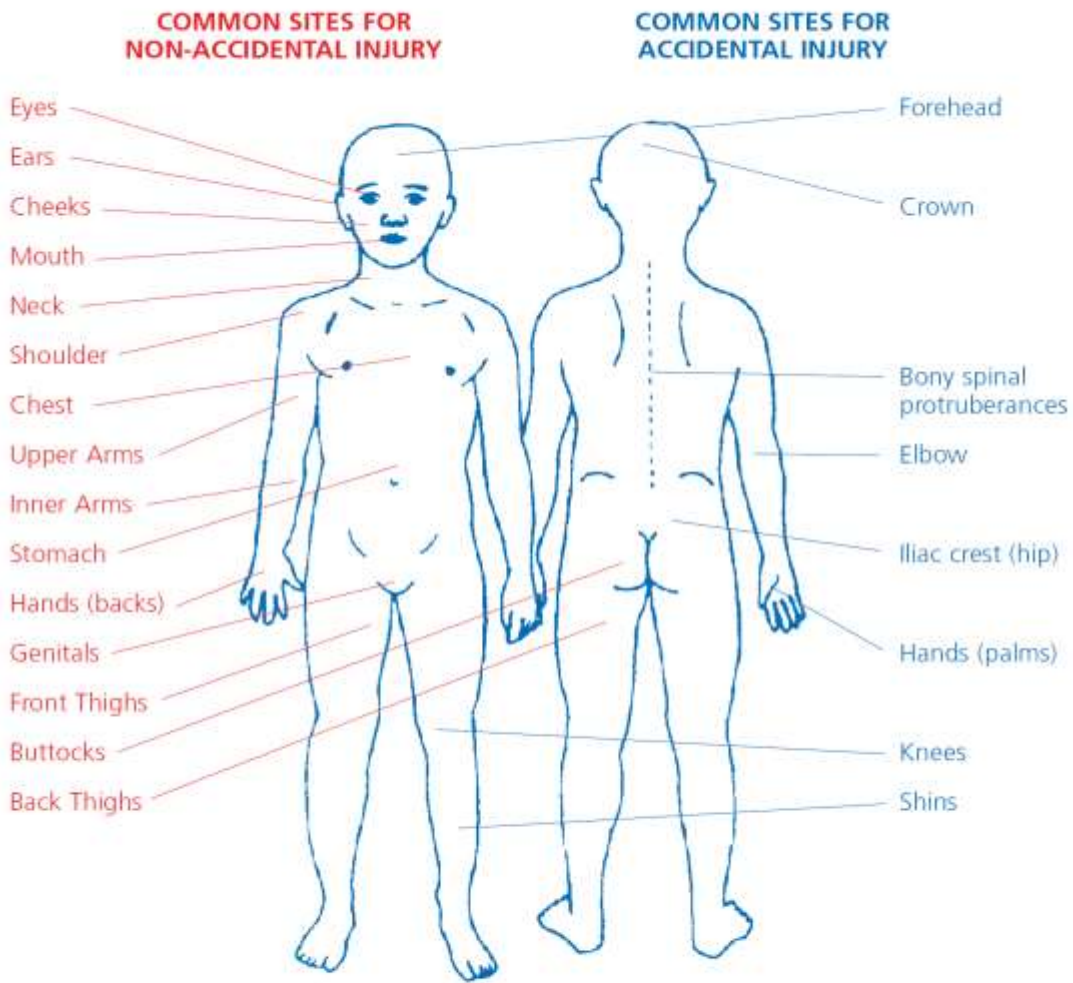
- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that schools take action without delay.

Appendix 2a: Body map for identifying possible abuse

Depending on age and context, injuries may present in differing areas. As a Trust, we question and challenge anything that raises suspicion.





Appendix 3 – Essex County Council procedures and protocols

KEY CONTACTS WITHIN ESSEX LOCAL AUTHORITY

If you need to make a child protection referral, you should contact the Children & Families Hub (FOH) by calling 0345 603 7627 and ask for the Children & Families Operations Hub.

You must specify whether you want:

1. The Priority Referral line (for urgent referrals – if a child needs ‘immediate protection’) or
2. The Consultation line (for non-urgent referrals)

PRIORITY REFERRALS SHOULD ALWAYS BE REFERRED BY TELEPHONE (if a child needs ‘immediate protection’).

Opening Hours: 08.45 to 17:30 Mon to Thurs; 08:45 to 16:30 Friday

The Children & Families Request for Support online form should be used to make a referral (unless there is immediate risk) and to confirm a referral made by telephone (send within 48 hrs). This can be accessed through Essex Effective Support Portal www.essexeffectivesupport.org.uk. A copy should be printed before sending.

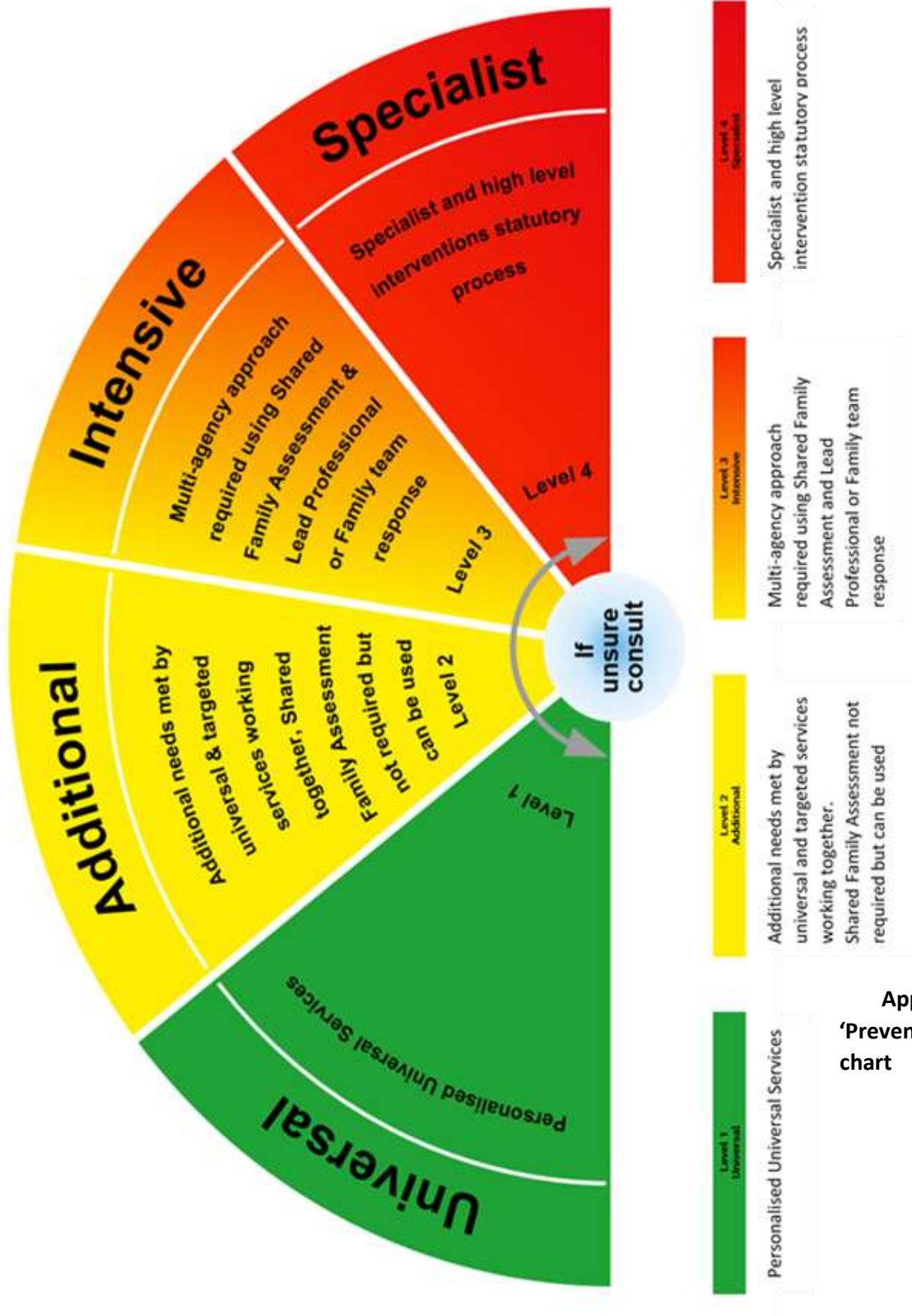
OUT OF HOURS REFERRALS

Phone: 0345 606 1212 or POLICE: 999

SAFEGUARDING ALLEGATIONS OR CONCERNS REGARDING EMPLOYEES:

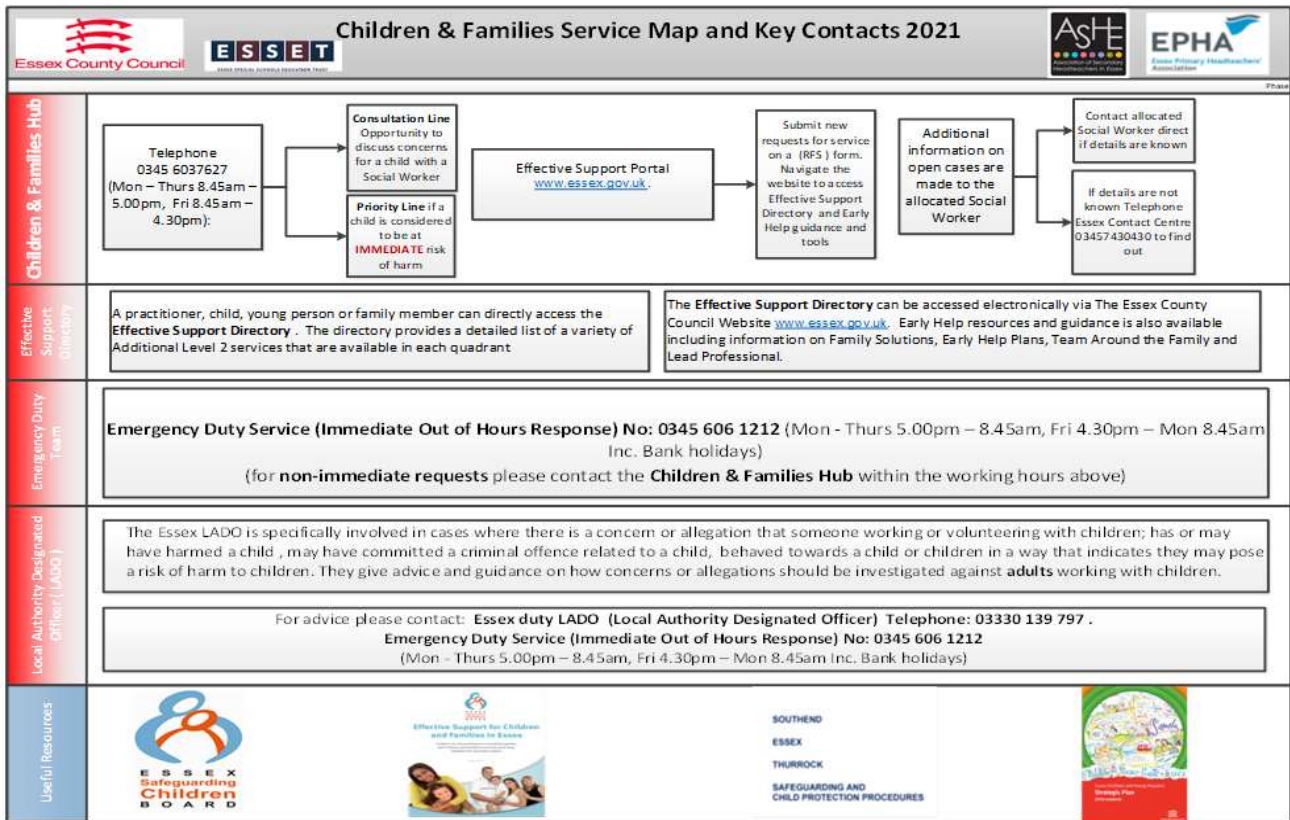
Essex Children’s Workforce Allegations Management Team (LADO): 03330 139 797

Appendix 3a: Essex windscreen of need and levels of intervention



Appendix 4: 'Prevent' flow chart

Appendix 3b: Essex Children and Families Service Map and Key Contacts 2021





Appendix 3c: Essex County Council Missing Child Protocol

Definition of Missing

The definition of missing used in Essex is 'anyone whose whereabouts cannot be established will be considered as missing until located and his or her well-being confirmed'.

(College of Policing Authorised Professional Practice Guidance)

Introduction

This guidance sets out the procedures to follow when children go missing from schools and other educational settings, hereafter referred to as educational settings.

Missing children are among the most vulnerable in our community. Sometimes children go missing from educational settings; when this occurs, it is important that action is taken quickly to address this, and in line with local procedures.

This document should be read in conjunction with the educational setting's Child Protection Policy, and the Southend, Essex and Thurrock Child Protection Procedures (SET Procedures).

- [Essex Schools Infolink](#) – for the model Child Protection Policy and other resources
- [Essex Safeguarding Children Board](#) – for the SET Procedures and other resources

A child going missing could be a 'one-off' incident that, following investigation, does not need further work. However, a child going missing frequently could be an indicator of underlying exploitation or other forms of child abuse.

Educational settings should consider missing episodes like any other child protection concern and take action as appropriate, for example, by contacting parents/carers, the Children & Families Hub consultation line, and in an emergency, the priority line or the police. It may be appropriate to use the Early Help Procedures (including holding a Team Around the Family meeting) to address the issues and prevent escalation. Advice should be sought and concerns should be escalated if there is no improvement.

Where children missing frequently are open to Children's Social Care, a Missing Prevention Plan may be in place. Where this is the case, the educational setting may be set actions as part of the Missing Prevention Plan and should receive a copy if consent has been provided.

When a child goes missing

When it is suspected that a child is missing from an educational setting this must be addressed immediately. Active steps to locate the child should be taken, for example, searching the premises and surrounding areas, contacting the child by phone, text and social media, and contacting their parents/carers. If none of these actions locate the child, then they must be reported missing to the Police by dialling 101, or 999 if there is a belief that the child is immediately suffering significant harm. It is important that the police are informed of any checks already completed as it may save time and prevent duplication of tasks set by the police to locate a child.

Staff at the educational setting must inform the child's parents/carers that the child has been reported missing. Where there is a Social Worker allocated to the child, they should also be informed.

After a child has been reported missing, any further information should be communicated to the police by telephoning 101 and quoting the incident number that the police would have provided following the initial



report. Further information must be passed to the police as soon as possible, as officers will continue to search for the child until informed of their return.

When the child is found

If the child is found by educational setting staff, or if the child returns to the premises of their own accord, the police must be notified immediately by dialling 101 or 999 if the matter is an emergency. It is important that this action is prioritised, as the child will remain classified as a missing person until seen by the police.

Essex Police

On receiving a report of a missing child, Essex Police will classify the child as missing and will respond based on the level of risk involved.

Essex Police will conduct a vulnerability interview for all children who have been missing and have returned. It may be that the child refuses to engage or speak with police. On these occasions the parents/carers can assist by reporting to officers their observations on the child's return, e.g. did the child shower, have gifts, appear unwell or under the influence of any substance, etc. The setting may also be able to contribute to this process and should provide the police with any relevant information or observations.

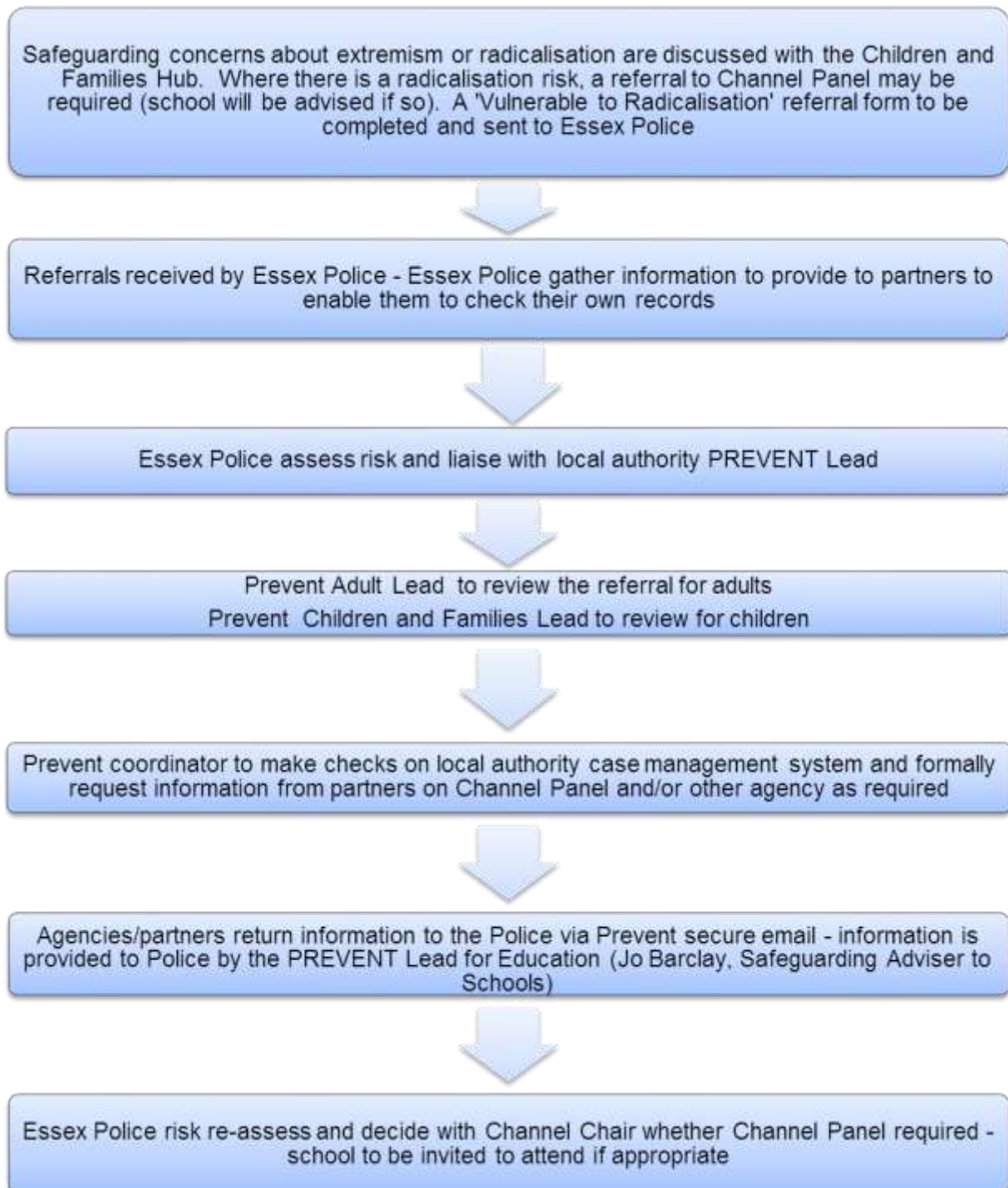
Each child that returns from missing will be offered a 'missing chat' (an independent return from missing interview) by a person not involved in their care. This will be facilitated by the Local Authority with responsibility for the child. Missing chats are offered to all children from Essex who go missing.

Useful contacts:

Shane Thomson, ECC Missing Co-ordinator: shane.thomson@essex.gov.uk

Lucy Stovell, ECC Missing Chats: lucy.stovell@essex.gov.uk

Appendix 4: 'Prevent' flow chart





Appendix 5: Safeguarding during Covid-19 (2021-22)

If schools are instructed to close, we will assess the needs of all our students and put in place plans to support them and their families during that time. These plans include an education offer and arrangements to support students with their safety and wellbeing. Where appropriate, the plans include actions and interventions from other agencies, as we will continue to work with partners to provide an appropriate level of support. These plans will be regularly reviewed to ensure they reflect current need and will be updated accordingly to ensure appropriate support is in place.

Appendix 6:

Alpha Trust Safeguarding and Child Protection – Schools’ key personnel and contact details

	Colchester County High School For Girls	The Gilberd School	Manningtree High School	Home Farm Primary School	The Trinity School
Designated Safeguarding Lead (DSL)	Willa Jackson (Kath Daniels from 01/01/2022) Email: wjackson@cchsg.com (kdaniels@cchsg.com) Telephone: 01206 576973	James Mitchell (Rebecca Litton from 01/01/2022) Email: jmi@gilberd.com Telephone: 01206 842211	Martin Page Email: mpage@manningtreehigh.com Telephone: 01206 392852	Richard Potter Email: head@homefarm.essex.sch.uk Telephone: 01206 577430	Mark Orrin Email: orrim@thetrinityschool.co.uk Telephone: 01206 842211
Deputy Designated Safeguarding Leads	Suzanne Parrott Dawn Frost Kath Daniels Sinead Hughes Email: sparrott@cchsg.com dfrost@cchsg.com kdaniels@cchsg.com shughes@cchsg.com	Nicola Hopwood Carolyn Harvey Verity Percival Email: nho@gilberd.com cha@gilberd.com vpe@gilberd.com	Matt Chaplin Carol Sinclair Email: mchaplin@manningtreehigh.com csinclair@manningtreehigh.com	Gemma Havord Emma Marks Email: deputy@homefarm.essex.sch.uk senco@homefarm.essex.sch.uk	Natalie Cook Email: cookn@thetrinityschool.co.uk
Designated Teacher (LAC)	Kath Daniels Email: kdaniels@cchsg.com	Simon Auton Email: sau@gilberd.com	Nicola Poole Email: npoole@manningtreehigh.com	Richard Potter Email: head@homefarm.essex.sch.uk	Simon Auton Email: sau@gilberd.com
Designated LGB Safeguarding Governor	Balaji Donepudi Email: bdonepudi@cchsg.com	John Simpson Email: JSI@gilberd.com	Emma Donegan Email: edonegan@manningtreehigh.com	Carolyn Croydon Email: ccroydon@homefarm.essex.sch.uk	Grant Chinyuku Email: gch@gilberd.com
Designated LGB Whistleblowing Governor	Roger Cooke Email: rcooke@cchsg.com	John Simpson Email: jsm@gilberd.com	Sarah Rees Email: srees@manningtreehigh.com	Carolyn Croydon Email: ccroydon@homefarm.essex.sch.uk	John Simpson Email: jsm@gilberd.com
Designated Safeguarding Trustee	Roger Cooke Email: rcooke@cchsg.com				
Designated Whistleblowing Trustee	Roger Cooke Email: rcooke@cchsg.com				