



Alley Court Preparatory School Child Protection & Safeguarding Policy

This is a whole school policy which applies to EYFS, Pre Prep and Prep sections of the school.

This policy can be found on the school website and is also available on request from the school office

Compiled by: Rupert Snow & Deborah Lewington

Reviewed by: The Board of Trustees

Version 27 September 2023 (in line with updates to the ISSR regulations drafted by the DfE)

Date for next review: September 2024

PLEASE NOTE THAT THE KEY CONTACTS FOR CHILD PROTECTION ARE:

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DESIGNATED SAFEGUARDING LEAD

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DEPUTY DESIGNATED SAFEGUARDING LEAD

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[Key Contacts within the Local Authority](#)

MASH+ Children's Social Care, Southend Borough Council: Where schools have concerns for the safety and welfare of a child or young person. OUT OF OFFICE HOURS: To make URGENT referrals	01702 215007 (option 1 – option 3) mash@southend.gov.uk (unsecure) fct@southend.gov.uk (unsecure) – referrals /fctadmin@southend.gov.uk (unsecure) – checks/enquiries 0345 606 1212
SAFEGUARDING & CHILD PROTECTION CO-ORDINATOR and LOCAL AUTHORITY DESIGNATED OFFICER (LADO): Where there are concerns/allegations in respect of people working with children SAFEGUARDING ADVISOR:	ALLISON FRANCIS 01702 534539 allisonfrancis@southend.gov.uk SHARON LANGSTON 01702 534591 safeguardingforchildren@southend.gov.uk (unsecure)
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1 Context

Schools and their staff form part of the wider safeguarding system for children.

‘Safeguarding and promoting the welfare of children is **everyone’s** responsibility.

Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child’.

‘School and college staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating’. [Keeping Children Safe in Education \(DFE, September 2023\)](#)

1.2

This Child Protection Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with:

[Keeping Children Safe in Education \(DFE,2023\)](#) - Part one of which is provided to all staff, including Annex B to staff who work directly with children.

Staff Code of Conduct

[What to do if you’re worried a child is being abused’ \(HMG, 2015\)](#)

The School’s Good Behaviour Policy

The safeguarding response to Children Missing in Education and

The role of the Designated Safeguarding Lead (Annex C of KCSIE)

The Policy should also be read in conjunction with other related policies, including:

Safer Recruitment Policy, Anti-Bullying Policy, Good Behaviour Policy, Health and Safety Policy, Educational Visit Policy, E-safety Policy, Staff Code of Conduct.

1.3

Safeguarding and promoting the welfare of children, which includes everyone under the age of 18, is defined in [Keeping Children Safe in Education \(DFE,2023\)](#) page 6, as:

protecting children from maltreatment;

preventing 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; and

taking action to enable all children to have the best outcomes.

2 Introduction

2.1

Alleyn Court Preparatory School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. “The welfare of the child is paramount” (Children Act 1989). The school also recognises its responsibility and duties to support and protect children in need.

2.2

Sections 157(independent schools) of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school. This Policy complies with ALL current legislation and has been written incorporating guidelines from Essex, Southend on Sea, and Thurrock Child Protection.

2.3

This policy applies to all pupils, staff, parents, governors, volunteers, outside agencies and people who work within our school (e.g. Peripatetic staff, sporting businesses etc), students and visitors to Alleyn Court Preparatory School. **Safeguarding and Child Protection are the responsibility of everybody employed by the school and our expectation is that it also applies to all who are associated with the school.**

2.4

Three elements to our Safeguarding & Child Protection Policy explained:

- **Prevention**
 - By ensuring that we practice safe recruitment in checking the suitability of all staff and volunteers who work with children
 - Through establishing and maintaining a safe and positive environment and the teaching and pastoral support offered to pupils
 - By raising awareness of child protection issues and equipping children with the skills needed to keep them safe

- **Protection** by following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively to child protection concerns.

- **Support** to pupils who have/may have been abused or neglected (in line with his/her Child Protection Plan, if appropriate).

2.5

This school recognises it is an agent of referral and not of investigation; anyone with a safeguarding or child protection concern can make a referral to Southend Children's Social Care.

3 School Commitment

We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse.

Our school is committed to keeping children safe and aims to:

- a) Create a culture of vigilance where the welfare of our pupils is promoted and where timely and appropriate safeguarding action is taken.
- b) Establish and maintain an environment where pupils feel safe and secure and are encouraged to talk, and are listened to. This includes the use of message boxes through which pupils may occasionally share information or voice concerns.

- c) Ensure that pupils know that there are adults within the school who they can approach if they are worried or are in difficulty.
- d) Ensure pupils receive the right help at the right time to address risks and prevent issues escalating. This includes identifying emerging problems and those children who may benefit from early help.
- e) Include in the curriculum activities and opportunities which equip pupils with the skills they need to stay safe from abuse and to develop healthy and safe relationships.
- f) Include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- g) Protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values and to promote respect for all others.
- h) Facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government.
- i) Provide a curriculum which actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- j) Promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (Protected Characteristics).
- k) Make parents/carers aware of the school policies and practice for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents and colleagues from partner agencies.
- l) Promote positive mental health and resilience. Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop the emotional wellbeing and resilience of all pupils 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.
- m) Staff from other organisations such as ballet, football, tennis coaches and peripatetic music teachers are checked for suitability to work with the children and must provide evidence of their current, updated safeguarding training.

It is vital that we work in partnership with parents to support the well-being of our pupils.

Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented

4 Statutory Framework

4.1

There is government guidance set out in [Working Together \(HMG, 2018\)](#) (updated 1.7.22) on how agencies must work in partnership to keep children safe. This guidance places a shared and equal duty on three Safeguarding Partners (the Local Authority, Police and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements.

In Southend these arrangements sit under the Southend Safeguarding (Child) Partnership (SS(C) P), previously LSCB. The statutory partners are Southend Borough Council, Essex Police and the Clinical Commissioning Group covering Southend.

4.2

Section 157 (*Independent schools*) of the [Education Act 2002](#) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

4.3

In Southend, all professionals must work in accordance with the [SET procedures \(2022\)](#) (Southend Essex and Thurrock Safeguarding and Child Protection Procedures, 2019).

Our school also works in accordance with the following legislation and statutory guidance and advice (this is not an exhaustive list):

[Keeping Children Safe in Education \(KCSIE\) \(DfE, 2023\)](#)

[Working Together to Safeguard Children \(DfE, 2018\)](#)

[Education Act 2002](#)

[Counter-Terrorism and Security Act \(HMG, 2015\)](#)

[Serious Crime Act 2015 \(Home Office, 2015\)](#)

[Children and Social Work Act \(2017\)](#)

[Children Missing Education - statutory guidance for local authorities \(DfE, 2016\)](#)

[Sexual Offences Act \(2003\)](#)

[Education \(Pupil Registration\) Regulations 2006](#)

[Information sharing advice for safeguarding practitioners \(HMG, 2018\)](#)

[Data Protection Act \(2018\)](#)

[What to do if you're worried a child is being abused \(HMG, 2015\)](#)

[Searching, screening and confiscation \(DfE, 2022\)](#)

[Children Act \(1989\)](#)

[Children Act \(2004\)](#)

[Preventing and Tackling Bullying \(DfE, 2017\)](#)

[Female Genital Mutilation Act 2003 \(S. 74 - Serious Crime Act 2015\)](#)

[Preventing youth violence and gang involvement \(Home Office, 2015\)](#)

[Criminal Exploitation of children and vulnerable adult - county lines guidance \(Home Office, 2018\)](#)

[Use of reasonable force Advice for headteachers, staff and governing bodies \(DfE July 2013\)](#)

[The Prevent Duty - Departmental advice for schools and childcare providers \(DfE, June 2015\)](#)

[Teaching online safety in schools – Guidance 2023](#)

5. Roles & Responsibilities

5.1

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead) are listed on the cover sheet of this document.

5.2

The Governing Body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

5.3

The school publishes its Safeguarding and Child Protection Policy on the school website alongside [Keeping Children Safe in Education \(DFE,2023\)](#)

5.4

The Designated Safeguarding Governor (named on the front cover of this document) takes leadership responsibility for safeguarding arrangements in our school. The Governing Body ensures that, as well as the Designated Safeguarding Governor, there is a named Designated Safeguarding Lead and at least one Deputy Safeguarding Lead in place (also named at the front cover of this document).

5.5

The Governing Body ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

5.6

The Governing Body ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

5.7

The Governing Body ensures that our pupils are taught how to keep themselves safe, including online, through teaching and learning opportunities as part of a broad and balanced curriculum. Our school works in accordance with government regulations which make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education mandatory. We ensure that appropriate filters and monitoring systems for online usage in school are in place. Monitoring is managed through the use of Protex, by the ICT Lead and Safeguarding team. The school actively promotes online safety on its website and signpost stakeholders to information that will help keep children safe online.

5.8

The Governing Body and School Leadership Team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.

5.10

The Designated Safeguarding Lead in school has ultimate lead responsibility for child protection. Their role includes managing child protection referrals, working with other agencies, undertaking specific safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) has access to these procedures and that they are used appropriately. They act as a source of advice and support for other staff on child protection matters and ensure that timely referrals to are made to Children's Services (MASH+ (Multi-agency Safeguarding Hub) or for Early Help Family Support Assessment, as appropriate) in accordance with current SET procedures. They work with the Local Authority and other agencies as required and ensure that information is shared appropriately.

5.11

If, for any reason, the Designated Safeguarding Lead is unavailable, the Deputy Designated Safeguarding Lead will act in their absence.

5.12

The Headteacher works in accordance with the requirements upon all school staff. In addition, (s)he ensures that all safeguarding policies and procedures adopted by the Governing Body are followed by all staff.

5.13

The Designated Safeguarding Lead, provides an annual report for the Governing Body detailing any changes to the policy and procedures, training undertaken by all staff and governors and other relevant issues.

5.14

The Designated Safeguarding Lead, Headteacher and Designated Governor will undertake an annual Safeguarding Audit in line with their responsibilities under S.157 of the [Education Act 2002](#)

5.15

All Staff in our school have a responsibility to provide a safe learning environment in which our children can learn. Any child may benefit from early help and all staff members are aware of the local early help process and our role in it. They are also aware of signs of abuse and neglect so they are able to identify children who may be in need of help or protection. All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care and/or the Police, if there is a need to do so. If staff have any concerns about a child's welfare, they should act on them immediately and speak with the Designated Safeguarding Lead (or deputy). They should not assume that others have taken action.

6. Procedures

6.1

Our school works with key local partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help assessment when additional needs of children are identified and contributing to inter-agency plans which provide additional support through a Child in Need or a Child Protection Plan.

6.2

All action is taken in line with the following guidance and advice;

- Southend Children's Safeguarding Partnership guidelines - the [SET Procedures](#) ([Southend, Essex and Thurrock](#)) Child Protection Procedures
- [Keeping Children Safe in Education \(KCSIE\) \(DfE, 2023\)](#)
- [Working Together to Safeguard Children \(DfE, 2018\)](#)
- [What to do if you're worried a child is being abused \(HMG, 2015\)](#)
- [The Prevent Duty - Departmental advice for schools and childcare providers \(DfE, June 2015\)](#)

6.3

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place. They are given/ sign posted to, a copy of our school's Child Protection Policy, advised who our Designated Safeguarding Lead and Deputy is and informed of their role and how to share concerns with them. Staff are also given/sign posted to, a copy of the Staff Code of Conduct, the School's Good Behaviour Policy and made aware of the safeguarding response to children who go missing from education.

Staff are also given a copy of/sign posted to [Keeping Children Safe in Education \(DfE,2023\)](#) 'Statutory guidance for schools and colleges' which includes Annex B: Further information about specific forms of abuse and safeguarding issues (for staff who work directly with children) and access to 'What To Do If You're Worried a Child is Being Abused' (HMG, March 2015), which gives helpful advice about how to respond to child protection concerns or disclosures.

6.4

All staff members have a duty to identify and respond to children who may be in need of help or protection. All Staff are kept informed about safeguarding and child protection responsibilities and procedures through induction, briefings and regular awareness training, as required, but at least annually.

6.5

Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, suspects that abuse may have occurred, or is concerned about a child's welfare, **must** report it immediately to the Designated Safeguarding Lead or, in their absence, the Deputy Designated Safeguarding Lead or safeguarding team so that discussion can take place regarding whether any support for the child can be managed internally via the school's own pastoral support process, or if an early help assessment is indicated, or a referral to Children's Social Care and/or the Police.

The school may seek advice from Social Care about a concern, if we are unsure how to respond.

6.6

The contact details for the Designated Safeguarding Lead, the Deputy Designated Safeguarding Leads and the safeguarding team are prominently displayed in the school to ensure that all members of the school community have access to safeguarding support.

In the absence of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead, the matter should be brought to the attention of a member of the safeguarding team or the most senior member of staff. If, for any reason, nobody is available, this should not delay appropriate action being taken. Any individual may refer to Local Authority Social Care/Police where there is suspected or actual risk of harm to a child.

6.7

The Designated Safeguarding Lead, or the Deputy, will immediately refer cases of suspected abuse or allegations to Children's Social Care (MASH + (Multi-agency Safeguarding Hub)), Southend Borough Council (contact numbers are at the cover sheet of this document) and in accordance with the procedures outlined in the [SET procedures \(2022\)](#)

6.8

A telephone referral to Children's Social Care must be confirmed in writing within 48 hours.

6.9

The Early Help Family Support Assessment (EHFSA) should be used to support a child protection referral. (The EHFSA form and guidance is available on www.southendchildrenspartnership.org.uk and on the Southend Safeguarding (Child) Partnership (SS(C)P) website and Southend Learning Network. A completed EHFSA form contains all the information required for a child protection referral and should be sent to MASH+. Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure, plus any advice given. This written confirmation must be signed and dated by the referrer.

6.10

If the child is in immediate danger, or at risk of immediate harm, concerns will be referred by telephone to Local Authority Children's Social Care and/or the Police. A telephone referral to Children's Social Care must be confirmed in writing within 48 hours, using the EHFSA form to provide the information required.

6.11

Whilst all staff should speak to the Designated Safeguarding Lead (or Deputy) with regard to any concerns about Female Genital Mutilation (FGM), there is a specific legal duty on teachers. If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher has a statutory duty to report this personally to the Police. See 12.14, below, and Annex A [Keeping Children Safe in Education \(DFE,2023\)](#) for more details.

6.12

The school will always undertake to share our intention to refer a child to Local Authority Social Care with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from Local Authority Children's Social Care or Essex Police about when it is appropriate to share information with parents/carers. Parents and

carers are informed about our school's duties and responsibilities under child protection procedures on admission, and on the school website where the Safeguarding Policy is available.

6.13

If a member of staff continues to have concerns about a child and feels the situation is not being addressed, or does not appear to be improving, the staff member concerned should discuss this with the Designated Safeguarding Lead, who will press for re-consideration of the case to ensure that the child's situation improves. If there are still concerns, especially if they think the DSL is not addressing the situation, the member of staff should contact the LADO

7. Training & Support

7.1

The Designated Safeguarding Lead (and any Deputies) will undergo updated Child Protection training specifically for Designated Safeguarding Leads at least every two years, in accordance with [Keeping Children Safe in Education \(DFE,2023\)](#). In addition to formal training, the Designated Safeguarding Lead(s) will keep up to date with safeguarding developments and refresh their knowledge and skills regularly, but at least annually.

7.2

The Headmaster, all staff members and Governors receive appropriate safeguarding and child protection training, which is regularly updated. In addition, all staff members receive safeguarding and child protection updates as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records are kept of all child protection training.

7.3

The school will ensure that the Designated Safeguarding Lead and Deputy and safeguarding team also undertake training in inter-agency working and other matters, as appropriate.

7.4

The Headmaster, in the first instance, will provide support and supervision to staff involved in child protection issues.

7.5

All staff are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the Staff Code of Conduct.

8. Professional Confidentiality

8.1

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities.

8.2

Information on individual child protection cases may be shared by the designated safeguarding lead (or deputy) with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so. Any information shared with a member of staff in this way must be held treated confidentially.

9. Records & Monitoring

9.1

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

9.2

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the [Data Protection Act \(2018\)](#) places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing information where there are safeguarding concerns. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

9.3

Any member of staff receiving a disclosure of abuse, or noticing signs or indicators of abuse, must make an accurate record, using a pink form, as soon as possible noting what was said or seen (if appropriate using a body map to record), putting the event in context, and giving the date, time and location. The source of the information should be recorded, as well as a note of other people involved, for example, as witnesses, and there should be a clear distinction between fact and professional opinion. All records will be dated and signed, detailing the name and position of the person making the record, and will include the action taken. This information will be presented to the Designated Safeguarding Lead or Deputy who will then decide on appropriate action and record all discussions and decisions made, and the reason for these decisions.

9.4

Any records related to Child Protection are kept in a confidential child protection file, which is separate from the pupil file. All child protection records are stored securely in a locked cabinet and confidentially in the Designated Safeguard Leads office and are accessible through the Designated Safeguarding Lead (or Deputy). Digital records will be password protected. Child protection records will be retained for 25 years after the pupil's date of birth, or until they transfer to another school/educational setting.

9.5

In line with statutory guidance, if a pupil transfers from our school to another school/ educational setting, their child protection records will be forwarded to the new educational setting without delay and within 5 days for an in-year transfer or within the first 5 days of the start of a new term, separate from their main pupil file. Care will be taken to ensure confidentiality is maintained and the transfer

process is as safe as possible. We keep a copy of the child protection file until we have confirmation from the receiving school that they have received it. Once we have this confirmation, our copy is shredded, other than copies of the specific records that are pertinent to our school, unless there is a specific reason for us to keep it, which will be recorded (for example, we still have siblings in the school and the records relate to them too, or there is an ongoing complaint or request for access to records). We will also keep a record of having received confirmation from the receiving school and of the date when we shredded our copy.

When a pupil joins our school, we will request child protection records from the previous educational establishment (if none are received).

9.6

For records of allegations involving a member of staff, please see section 13.7 below.

10. Interagency Working & Attendance at Child Protection Conferences, Core Group Meetings or Child in Need Meetings

10.1

It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented at, and that a report is submitted to, any statutory meeting called for children on the school roll, or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). A report will be made available to a Child Protection Conference Chair, 48 working hours in advance of the Conference, and shared with the parents/carers before the day of the Conference. The member of staff attending the meeting will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions and, in the case of a Conference, to express a view, at the end of the meeting, as to whether the child(ren) should be made subject to a Child Protection Plan.

10.2

If a child is made subject to a Child Protection Plan, or a Child in Need, or Care Plan, the Designated Safeguarding Lead will ensure that the child is monitored regarding their school attendance, emotional well-being, progress, welfare and presentation. If the school is part of the Core Group, the Designated Safeguarding Lead will ensure that the school is represented and provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and/or the child's welfare will be discussed and recorded at the Core Group Meeting, unless to do so would place the child at further risk of significant harm. In this case the Designated Safeguarding Lead will inform the child's Key Worker **immediately** and then record that they have done so and the actions agreed.

If there is an unexplained absence of, or injury to a child subject to a Child Protection Plan, the child's Key Worker must be notified **immediately**.

11. Supporting Pupils at Risk

11.1

Alleyn Court is committed to ensuring that our pupils receive the right help at the right time. Staff are in a position to identify concerns early, provide help for children and prevent concerns from escalating.

11.2

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered, harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may be withdrawn, or display abusive behaviours towards other children. We will seek advice and support from other agencies as appropriate.

Our school recognises that some children may abuse their peers and any incidents of child-on-child abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

11.3

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.

11.4

Our school will endeavour to support all pupils through:

- The curriculum; to encourage our pupils to stay safe and to develop healthy relationships, self-esteem and self-motivation.
- The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of the school's behaviour management policies.
- A consistent approach from all staff which will endeavour to ensure that our pupils know that some behaviour is unacceptable, but that s/he is valued.
- Regular liaison with other professionals and agencies that support the pupils and their families.
- A commitment to develop open, honest and supportive relationships with parents, always with the child's best interest as paramount.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- Recognition that children with behavioural difficulties and special educational needs and/or disabilities are most vulnerable to abuse. Therefore, staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- Recognition that, in a home environment where there is domestic violence, drug or alcohol abuse, children are vulnerable and may be in need of support or protection.

11.5

Promoting positive mental health and resilience in school

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school aims to develop the emotional wellbeing and resilience of all pupils 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.

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

11.5

This policy should be considered alongside other related policies in school. These are the guidance for the teaching of PSHE, the Good Behaviour Policy, Anti Bullying Policy and our Health and Safety Policy.

12. Types of Abuse & Specific Safeguarding Issues

12.1

[Keeping Children Safe in Education \(DFE,2023\)](#) defines abuse in the following way;

‘Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment on others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.’

12.2

The four main types of abuse referred to in ‘Keeping children safe in education’ are:

Physical, Emotional, Sexual and Neglect. We also recognise the threat of children becoming radicalised and ensure we adhere to the Prevent Duty under section 26 of the Counter-Terrorism and Security Act 2015. The school has a Prevent Risk Assessment Document that supports in lowering risks to children from family, staff, other children and the internet.

12.3

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. All staff are aware that environmental factors may impact on a child’s welfare and safety and understand safeguarding in the wider context (contextual safeguarding). We understand that abuse, neglect and safeguarding issues are rarely ‘stand-alone’ events and that, in most cases, multiple issues will overlap. Staff are aware of safeguarding issues that can put children at risk of harm and understand that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

12.4

Our school recognises that there are a number of specific safeguarding issues about which staff need to be aware, including: children missing from education*, children missing from home or care, child criminal exploitation (CCE)*, Child Sexual Exploitation (CSE), domestic violence, drugs, E safety, fabricated/induced illness, faith abuse, female genital mutilation (FGM)*, forced marriage, gangs and youth violence, violence against women and girls (VAWG), mental health, children with special educational needs and disabilities*, private fostering, prevention of radicalisation, teenage relationship abuse, trafficking, peer on peer abuse*, which may include bullying (including cyberbullying), on-line abuse, gender-based abuse, upskirting, sexting or sexually harmful behaviour, children at risk from or involved with serious violence. Further information regarding some of these issues (as indicated *) can be found below and these issues are also addressed in Annex B [Keeping Children Safe in Education \(DFE,2023\)](#).

12.5

Whilst school will ensure that staff avail themselves of opportunities to raise their awareness and gain knowledge regarding these areas, we recognise that expert and professional organisations are best-placed to provide up to date guidance and practical support in relation to these issues. Government guidance is available on the GOV.UK website and links are provided from [Keeping Children Safe in Education \(DFE,2023\)](#). Other organisations also provide specialist information such as:

NSPCC <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>
and
MindEd <https://www.minded.org.uk/course/view.php?id=402>

12.6 Child on Child – Our school recognises that some children may abuse their peers and any incidents of child-on-child abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Child-on-child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence/ sexual harassment, upskirting, ‘sexting’ or initiation/ hazing type violence and rituals. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Child-on-child abuse will never be tolerated or passed off as ‘banter’ or ‘part of growing up’. Our school understands the different gender issues that can be prevalent when dealing with child-on-child abuse.

In the event of a disclosure about child-on-child abuse, all children involved, whether the perpetrator or victim will be treated as at risk.

When supporting cases of child-on-child abuse the child’s wishes and feelings will be taken into account when determining what action to take and services to provide. Children will be able to express their views and provide feedback. The best interests of the child will be at the centre of all processes and decisions to support them. Information in our Anti Bullying and Good Behaviour Policies will be followed.

Any incident involving sexting must be reported to the DSL as soon as possible and follow the procedures below;

- The DSL will hold an initial review meeting with appropriate school staff
- If appropriate there will be subsequent interviews with the pupils involved
- Parents will be informed at an early stage and involved in the process (unless there is considered to be a risk of harm to the pupil)
- At any point in the process, if there is a concern that a pupil has been or is at risk of harm, a referral will be made to children’s social care and/or the Police immediately.

See Appendix 4 and 5

The school will use the guidance set out in:

[Preventing and tackling bullying](#) Advice for headteachers, staff and governing bodies (DfE, July 2017) <https://www.gov.uk/government/publications/preventing-and-tackling-bullying> and [Sexting in school and colleges Responding to incidents and safeguarding young people \(UKCCIS, 2017\)](#).
and

12.7

Mental health - Our staff are aware that mental health problems 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. Where we have concerns this may impact on mental health, we will seek advice and work with other agencies as appropriate to support a child and ensure they receive the help they need.

12.8 Children with special educational needs and disabilities – Our school understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children.

This 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 barriers and difficulties in overcoming these barriers.

12.9 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 school recognises 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. It is also recognised that, when not in school, children may be vulnerable to or exposed to other risks, so we work with parents and other partners to keep children in school whenever possible. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police). Parents are required to provide at least two emergency contact, preferably three, numbers to the school, to enable us to communicate with someone if we need to.

Our school complies with Children missing education (DfE, September 2016) and [Southend on Sea Borough Council Early Help and Family Support Children Missing Education Guidance \(January 2019\)](#). Our school must inform the Local Authority of any pupil who has been absent for a continuous period of 10 days or more without a good reason, and the school has satisfied all avenues of enquiry and is unsuccessful tracing the pupil.

Our school also complies with the regulations regarding Elective Home Education (Regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended 2016) and Southend's guidance <http://www.southendlearningnetwork.co.uk/Services/4834>

Our school notifies the Elective Home Education Team via secure email to ehe@southend.gov.uk at the earliest opportunity and, when relevant, immediately provides a copy of the parents written notification to home educate and the date they came off roll.

Our school has the following procedures for the prevention of and response to a child missing in education;

- A register is taken at the beginning of the school day and again in the lesson directly after the lunch break. This is recorded electronically and is available to all members of staff.
- If we have not been informed on the day of a child's absence, the parents are contacted.
- If there are ongoing concerns about a child's attendance, a meeting is held to find out the reasons and offer support either from within the school or via outside agencies.

- If a child leaves the school and have not been told the school they are going to, or, have not had a request for the child's files, a phone call is made to the school to check the child is on role. If this is not the case the local authority is informed that a child is missing in education.

12.10 Child sexual exploitation (CSE) – Child Sexual Exploitation is a form of child sexual abuse which can happen to boys and girls from any background or community. 'It occurs where 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'. ([Working Together to Safeguard Children \(HMG, 2019\)](#))

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is 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 is the named CSE Lead in school on these issues and will work with other agencies as appropriate

Our school uses the SSPC Risk Assessment Toolkit <http://cse-toolbox.uk/> and reports any information to Essex Police on a report form, as well as referring to MASH+ or for Early Help Family Support Assessment, as appropriate.

12.11 Child criminal exploitation & serious violence – Child criminal exploitation is a geographically widespread form of harm which is a typical feature of county lines criminal activity (county lines is when drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban and rural areas and seaside towns). Our school works with key partners locally to prevent and respond to child criminal exploitation.

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 wellbeing, 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.

12.12 Contextual safeguarding - Safeguarding incidents and/or behaviours can be associated with factors outside our school and/or can occur between children outside school. All staff are aware of contextual safeguarding and the fact that they should consider whether wider environmental factors present in a child's life 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 share it with other agencies to support better understanding of a child and their family.

12.13 Domestic abuse - Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour, and can include emotional, psychological, controlling or coercive behaviour, sexual and/or economic abuse. Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact 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.

12.14 So-called 'honour-based violence' (including Female Genital Mutilation and Forced Marriage -

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the [Serious Crime Act 2015](#) (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police personally of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with 'Multi-Agency statutory guidance on female genital mutilation' (HMG, April 2016) and existing local safeguarding procedures.

Our staff are alert to the possibility of a girl being at risk of Female Genital Mutilation (FGM), or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the [SET procedures \(2022\)](#) and in the above guidance that can be found on the GOV.UK website. .

12.15 A forced marriage - A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

12.16 Prevention of radicalisation - As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils 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.

Our school works in accordance with local procedures for Prevent and with other agencies, sharing information and concerns, as appropriate. Where we have concerns about extremism or radicalisation, we will seek advice from appropriate agencies and, if necessary, refer to Social Care and/or the Channel Panel.

[The Prevent duty](#) (DfE, Aug 2015) and the [Revised Prevent Duty Guidance: for England and Wales' \(HMG, April 2021\)](#)

12.17 Private Fostering - As a school we must make sure that privately fostered children are properly and safely cared for. Local Authorities are under a legal duty to ensure the welfare of a privately fostered

child is being promoted and safeguarded and are therefore required to undertake assessments of proposed or actual private fostering arrangements. As such, we will always inform the Local Authority when we are notified about such an arrangement or become aware of one.

“A private fostering arrangement is one that is made privately (that is to say without the involvement of a Local Authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family such as a cousin or great aunt. However a person who is a relative under the Children Act 1989, i.e., a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child’s family who is willing to privately foster a child.”

13. Allegations or Concerns About People Working With Children

13.1

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 Staff Code of Conduct Policy and ‘Procedures for dealing with Allegations of abuse against Staff’ Policy

13.2

It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when allegations are made about members of staff.

13.3

The school works in accordance with statutory guidance and the [SET procedures \(2022\)](#) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information regarding this.

13.4

The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headmaster (or Deputy Head in their absence) as they have responsibility for managing employment issues. Where the allegation concerns an agency member of staff, The Headmaster (or Deputy) will liaise with the agency, while following due process. Staffing matters are confidential and the school must operate within statutory guidance around Data Protection.

Where the concern involves the Headmaster, it should be reported direct to the Chair of Trustees who will consult with the Local Authority Designated Officer (LADO).. Where the concern involves the Chair of Trustees it should be reported direct to the Local Authority Designated Officer (LADO).

If deemed necessary a referral to the Teaching Regulation Agency (TRA) will be made and a prohibition order may be appropriate, because of ‘unacceptable professional conduct’, ‘conduct that may bring the profession into disrepute’, or ‘a conviction at any time for a relevant offence’.

The school will report promptly to the DBS any person whose services are no longer used for regulated activity (even if they have resigned) if they have caused harm or posed a risk of harm to a child.

13.5

The SET procedures require that, where an allegation against a member of staff has been received, the Head Master, senior named person, or the Chair of Trustees must inform the Local Authority Designated Officer (LADO) within one working day before investigating any allegations. Where the allegation is against the Head Teacher, the Chair of Trustees will consult with the LADO. For people working with children in Southend, the LADO is Allison Francis, who can be contacted on 01702 534539 (Child Protection Adviser, Sharon Langston 01702 534591) safeguardingforchildren@southend.gov.uk.

13.6

The LADO has overall responsibility for oversight of the procedures for dealing with allegations against staff members. Wherever possible, contact with the LADO should be made immediately, as she will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school will manage these procedures alongside the school's disciplinary process, if appropriate, in liaison with the school's HR Advisor.

13.7

In accordance with [Keeping Children Safe in Education \(DFE,2023\)](#) details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, the record should be retained at least until the accused has reached normal pension age, or for a period of 10 years from the date of the allegation if that is longer.

However, cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references.

14. 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. The Department for Education believes that the adoption of a 'no contact policy' at a school can leave staff unable to fully support and protect their pupils and students. 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 school works 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.

15. Whistleblowing

15.1

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 pupils in the school or members of the public.

15.2

All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues in line with the school's Code of Conduct/Whistleblowing policy.

Low Level Concerns

The term 'low-level concern' does not mean that the concern is insignificant, it means that an adult's behaviour towards a child does not meet the harm threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult may have acted in a way that: Any low level concern about a member of staff must be reported to the Headteacher. Any low level concern regarding the Headteacher should be reported to the Chair of Governors using the contact details on the front of this policy

15.3

We want all members of staff and the wider community to feel able to raise concerns about poor or unsafe practice and feel confident that any concern will be taken seriously by the school leadership team. However, for any member of staff who feels unable to raise these concerns internally, or where they feel their concerns have not been addressed, they may contact the NSPCC whistleblowing advice line on: 0800 028 0285 (line is available from 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.

16. Use of School Premises by Other Organisations

16.1

Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

17 Additional Safeguarding Arrangements in the Event of School Closure Due to Covid or Similar Situations

17.1

When schools were instructed to close, the needs of all our pupils will be assessed plans put in place to support them and their families during the closure. The plans will include an education offer and arrangements to support pupils with their safety and wellbeing. Where appropriate, the plans will include actions and interventions from other agencies, as we 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 updated accordingly to ensure appropriate support is in place.

17.2

We have now moved to full opening and our usual Child Protection Policy applies. However, as a response to COVID-19 and to ensure we are compliant with [government guidance](#) and Health and Safety law, other arrangements are in place should individuals or classes be absent due to isolation needs. We have communicated this to all parents in a 'Guidance to families' information document. This is regularly reviewed, updated and communicated with our parents.

17.3

We have a robust risk assessment in place and will continue to regularly review this and update it as required. This review process will consider whether our current plans and protective measures are:

- effective
- working as planned
- updated appropriately considering any issues identified and changes in public health advice

17.4 If, as a result of future local lockdown arrangements, the school is subject to further closure, our previous arrangements for monitoring and supporting pupils will be reinstated.

Policies

We recognise there are a number of policies that are relevant to safeguarding and promoting children's welfare. These include the following:

Policy or Procedure

- 15 Admissions Policy (Attendance)
- 9 Good Behaviour; Anti-Bullying (including internet and mobile 'phone bullying) Positive Handling
- 17 Equal Opportunities
- 7 E Safety
- 13 First Aid and Administration of Medicines
- 11 Health and Safety
- 7 Child Protection – Safeguarding – Management of Allegations made against Staff
- PHSE curriculum
- 18 Recruitment
- 14 Educational Visits
- 2 Relationships and Sex Education (RSE)
- 7 Whistleblowing
- Staff Handbook/Code of Conduct (Guidance on Conduct including the use of mobile 'phones and social media)

Acknowledgement:

We acknowledge the Essex Safeguarding Children Board model Child Protection Policy which contributed to the development of this policy.

Appendix 1: Role of the designated safeguarding lead

Governing bodies, proprietors and management committees should appoint an appropriate senior member of staff, from the school or college leadership team, to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- liaise with the headmaster or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;⁸⁷
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Appendix 2 – Talking to children guidelines

Common Mistakes – what not to say when children talk/ disclose to you

- If a child shares/discloses information with you, never tell them it won't go any further; explain if information is passed on to others it is for their protection. Always be truthful – you don't want to lose their trust.
- Never say 'I know how you feel' or anything similar. You don't know how they feel, even if you have experienced something that seems the same. Everyone reacts differently to situations, and they may be at a different stage to you.
- Never personalise the session/ discussion, it's not about you! Don't bring in other members of your family who may have similar issues/ worries etc.
- Remember you are there to listen in the first instance. Don't put words in their mouths.
- Never look shocked or surprised.
- Don't be tactile. The child should come to you if they want to be closer, be careful with 'cuddles', even small decisions should be made by the child.
- Don't tell the child 'everything will be okay', we don't know that for sure.

Helpful Tips

- ✚ Try to use open questions.
- ✚ Praise the child for coming to talk to you about any issue as it is important to them. If it is a disclosure it is a brave thing for a child to do, and can take a long time to happen.
- ✚ Listen! The child should always lead the conversation – 80% child, 20% adult.
- ✚ Empathise don't sympathise (sympathy is about our own feelings, empathy is the ability to share another person's feelings and emotions)
- ✚ Ask how the child is feeling and focus on this.
- ✚ Ask them what they would like to happen or change (if anything). Let them think of ideas and outcomes (from friendship issues to more serious, child protection issues)
- ✚ Ask what makes them happy, it's good to focus on the positive too.
- ✚ Writing their feelings in a diary can help the child to express things they can't discuss with others.

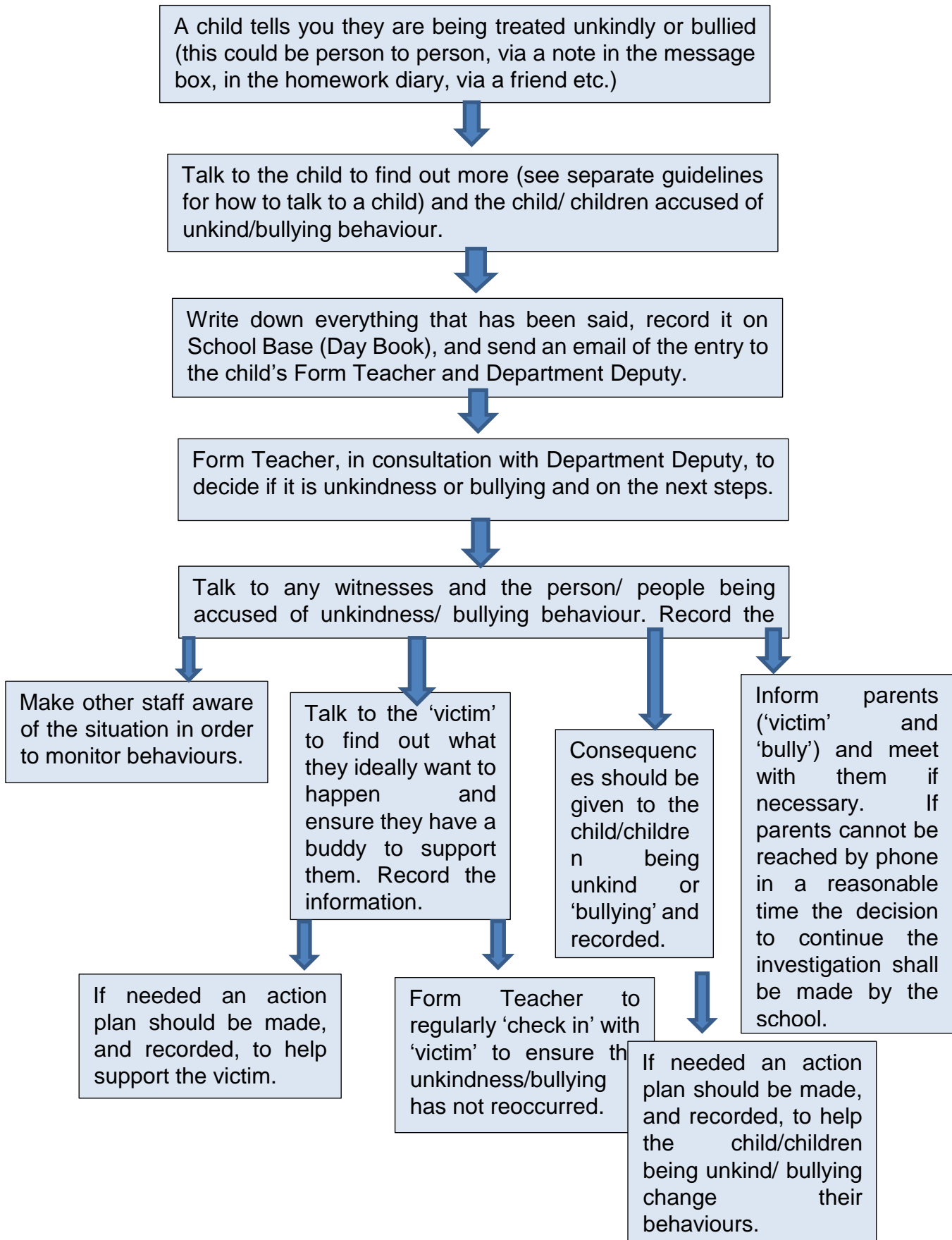
Types of abuse and indicators (This is not a definitive list! Showing some of these behaviours does not always mean abuse is occurring – context is very important)	
<p>Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. (KCSIE 2023 Annex A page 136)</p>	
Types of Abuse	Indicators and Behaviours
<p>Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.</p> <p>NB. It is not illegal to smack a child but it is if it results in a mark.</p> <p>Need to be aware of ‘Mongolian Blue Spot’ – a birthmark, not a bruise. Particular to Asian children.</p>	<ul style="list-style-type: none"> - Aggressive behaviour - Changes in behaviour (long term abuse their behaviour may not change) - Unnaturally compliant to parents - Wears cover-up clothes - Refusal to discuss injuries/ fear of medical help - Bruises – where (torso, upper arm, shoulders, neck, finger-tip bruising/ finger marks)shape (it could be the shape of something) - Flinching/tearful/adverse to proximity of others - Unusually fearful with adults - Ligation marks on wrists or ankles - Inconsistent stories - Burns/ scalds including cigarette, friction and lengthy exposure to heat - Breaks especially spiral fractures - Language - Hyper-vigilance (fight or flight) - Bite over 3cm long = adults - Self-harming – cuts/ eating disorders
<p>Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening.</p> <p>The activities may involve physical contact, including assault by penetration or non-penetrative acts.</p> <p>They may also include non-contact activities, such as looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in</p>	<ul style="list-style-type: none"> - Masturbation (need to know age and place appropriateness) - Context and frequency - Discomfort when sitting - Bruising – genitalia/ thighs/ chest/ upper arms - Frequent urination - Infection/ bleeding/ discharges - Mood and behaviour changes - Explicit and inappropriate language/ knowledge/ behaviours - Dislike of close proximity or overly attentive to adults - Lack of boundaries

<p>preparation for abuse (including via the internet). If long established, you may not see any change in the child's behaviour.</p>	<ul style="list-style-type: none"> - Gifts and toys - Tiredness - Embarrassment - Self-harm/ eating issues - Running away from home and avoidance of specific people
<p>Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve:</p> <ul style="list-style-type: none"> - conveying to a child that they are worthless, unloved, inadequate, or valued - not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate - age or developmentally inappropriate expectations imposed - preventing participation in normal social interaction - seeing or hearing the ill-treatment of another - serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger - exploitation or corruption of children - withdrawal of care/love - unrealistic expectations of overly pushy parents <p>Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p>	<ul style="list-style-type: none"> - Low self-esteem - Inflated sense of self - Changes in behaviour - Lack of social skills/friends - Lies and stories - Fearful of over-attachment to people - Invented illness - Attention seeking - Extremes of emotion - Selective mutism - Talking too much - Bullying others - Overly controlling - Self-harm - Withdrawal - 'grey children' - Over-protection - Induced and fabricated illness - Lack of empathy - Physical, mental and emotional development lags - Over-reaction to mistakes - Continual self-depreciation - Fear of new situations - Neurotic behaviour (e.g. rocking, hair-twisting, thumb-sucking)
<p>Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.</p> <p>The four areas of neglect are:</p> <p>Medical, Educational, Physical, Emotional</p> <p>failing to:</p> <ul style="list-style-type: none"> provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision; 	<ul style="list-style-type: none"> - Hungry – malnutrition/ underweight/obesity - Tiredness – poor sleeping patterns or no bedtime routine - Unkempt – poor personal hygiene, poor skin and hair tone - Stealing – possibly food - Attendance issues - Clothing torn/missing or inadequate - Lack of communication - Persistent illness not treated – missed health needs – opticians/dental - Often tearful and/ or depressed - Poor self-esteem - Lies - Over-attachment

ensure access to appropriate medical care or treatment; neglect of, or unresponsiveness to, a child's basic emotional needs. It can be due to poor parenting skills rather than deliberate neglect. Dependent upon the significance of the impact on the child.

- Unsupervised
- Out of school reports about child/ren
- Physical signs such as bruising/ burns/ cuts
- Acts of omission (allowing others to harm/neglect)

IF A CHILD REPORTS TO A MEMBER OF STAFF THEY ARE BEING TREATED UNKINDLY



IF YOU THINK YOUR CHILD IS BEING TREATED UNKINDLY OR BULLIED

Talk to your child – be mindful of what being treated unkindly or bullying is and is not.



If your child discloses that they are being treated unkindly or bullied speak calmly with them



Discuss with them what steps should happen next after finding out what they have already tried to do to stop it.

Be aware that your child;

- may not have told you because they are frightened you will go to school and make a fuss which might make things worse.
- will tell you half of the information to get your attention



Talk calmly about what could be done to stop the unkindness or bullying e.g. walk away, ignore them, ask them to stop, play with other children, etc.



Keep notes on what your child says including names, dates, what happened and where it happened.



Tell your child's form teacher if they are being treated unkindly or bullied

It may be the first time the teacher is aware of the problem.

The teacher will look into the allegations and report back to you.

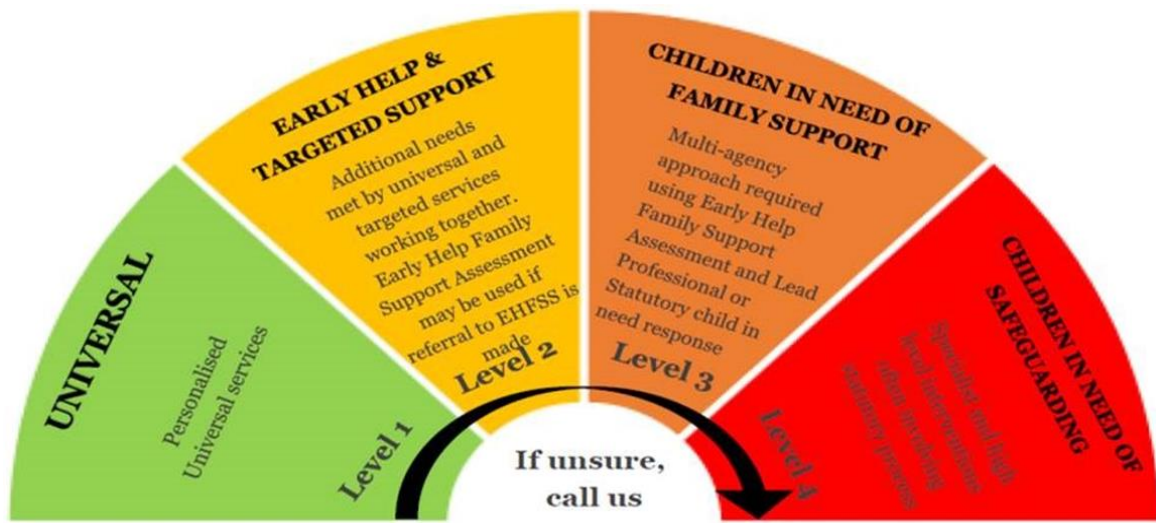


If you are not happy with the way it is being dealt with contact the Department Deputy Head then the Headmaster then the Chair of the Board of Trustees.

If your child is being treated unkindly or bullied online you can take the following steps to support them;

- Monitor the sites your child is using
- Keep evidence by saving the content
- Take a screen shot of the offending message or text
- Help your child block the person/people being unkind or bullying
- Make sure your child changes their password regularly

Appendix 6: Southend Windscreen of Need and Levels of Intervention



Nothing is more important than the welfare of a child. Parents and carers have the primary responsibility for their children. However, local authorities, working with partner agencies, have specific duties to safeguard and protect the welfare of all the children and young people in their area and everyone who comes into contact with children and young people has a role to play.

Safeguarding and promoting the welfare of children can be defined as:

- Protecting children from maltreatment
- Preventing impairment of children’s 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
-

Working Together to Safeguard Children sets out a clear expectation that local agencies will work together and collaborate to identify children and young people with additional needs and provide support as soon as a problem emerges. Working Together is a statutory guidance and all practitioners working, or having contact with, children and young people are required to read and understand it so they can meet their legal obligation to keep children safe.

Providing early help is far more effective in promoting the welfare of children – and keeping them safe – than reacting later when any problems, for example neglect, may have become more entrenched. The importance of using a child-centred approach in following the child’s journey is also emphasised. All services which are provided must be based on a clear understanding of the needs and views of the individual child in their family and community context.

Along the continuum of services become increasingly targeted and specialised according to the level of need. Children’s needs are not static, and they may experience different needs – at different points of the continuum – throughout their childhood years.

The continuum of need matrix does not provide an exhaustive list but provides examples that can be used as a tool to assist assessment, planning and decision making when considering the needs of

children/young people and their safeguarding needs in particular. Any safeguarding indicators of concern should always be considered alongside any related needs. It should be remembered that some children/young people will have additional vulnerability because of their disability or complex needs and the parental response to the vulnerability of the child must be considered when assessing needs and risks.

Southend on Sea have adopted the Graded Care Profile 2 (GCP2) to help professionals from across the partnership to support families where neglect is a key feature; this forms part of a wider piece of work in addressing childhood neglect. The GCP2 is a tool designed to provide an objective measure of the care of children who are, or maybe suffering from neglect. It is primarily based on the qualitative measure of the commitment shown by parents or carers in meeting their children's developmental, emotional, physical and safety needs. Information is available on the Safeguarding Partnership website <https://safeguardingsouthend.co.uk/>

Where there is an urgent and immediate need to protect a child, dial 999 to contact the Police. Otherwise for all other children/young people who may be at risk of significant harm, contact MASH+ as soon as possible.

Acknowledgement:

We acknowledge the Essex County Council model Child Protection Policy which contributed to the development of this model policy.

Model Policy Revised: September 2023