Safeguarding Policy



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# 1.0 What is Safeguarding?

Safeguarding refers to the policies, procedures and practices that schools employ to promote the welfare of children\* and protect them from harm.

The DfE document [KCSIE 2020](https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education-2020/supporting_documents/KCSIE%202020%20%20draft%20guidance.pdf)\*\* defines safeguarding 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.*

*Taking action to enable all children to have the best outcomes.*

**In conjunction with this policy,** [KCSIE 2020 Part 1](https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education-2020/supporting_documents/KCSIE%202020%20%20draft%20guidance.pdf)\*\*\* **and** [Code of Conduct (Staff) Policy](http://www.eastwoodacademy.co.uk/docs/EPAT%20Code%20of%20Conduct%20Policy18.pdf) **must be read and understood.**

Safeguarding and promoting the welfare of children is **everyone’s** responsibility and they should consider, at all times, what is in the **best interests** of the child.

**\*** Children includes everyone under the age of 18.

\*\*KCSIE 2020 is currently in a draft form and the consultation has been suspended. Until confirmed, where KCSIE 2020 is referenced, KCSIE 2019 will take precedence/be applied.

\*\*\*KCSIE 2020 contains a condensed Part1 (Annex A) for staff who do not work directly with children due to concerns that the full version of Part 1 dilutes the key message of “see something, say something”.

# 2.0 Safeguarding Policies and Training

There are a number of policies and documents that fall under safeguarding, including:

* Recruitment.
* Single Central Record.
* Register of Pupils’ Attendance.
* Curriculum.
* Special Educational Needs and Disabilities.
* Looked-after Children.
* Supporting Pupils with Medical Conditions.
* Safeguarding (including Child Protection).
* Behaviour and Discipline (including Anti-Bullying).
* Relationships and Sex Education.
* E-Safety.
* Staff Code of Conduct.
* Whistleblowing.
* Security and Health and Safety.
* Critical Incident Management.

# 3.0 Safeguarding Training

All staff, as part of their induction, receive training in respect to the content of the policies listed in section 2.0 and receive refresher safeguarding training annually, in addition to updates via email, e-bulletins and staff meetings, as required.

Trustees, Clerk and the SLT at each constituent academy have completed NSPCC Level 5 *Safer Recruitment in Education* training, which is renewed every 3 years.

At each constituent academy, at least three members of staff have Designated Safeguarding Lead (DSL) training which is renewed every 2 years.

# 4.0 Child Protection Policy

## 4.1 Definition

Child protection is the process of protecting individual children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect.

## 4.2 Framework

The Trust works in accordance with the following legislation and statutory guidance:

[Children Act 1989](http://www.legislation.gov.uk/ukpga/1989/41/contents)

[Children Act 2004](http://www.legislation.gov.uk/ukpga/2004/31/contents)

[Children and Social Work Act 2017](http://www.legislation.gov.uk/ukpga/2017/16/contents/enacted)

[Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/contents)

[Counter-Terrorism and Security Act (HMG, 2015)](http://www.legislation.gov.uk/ukpga/2015/6/contents)

[Female Genital Mutilation Act 2003 (s.74 - Serious Crime Act 2015](http://www.legislation.gov.uk/ukpga/2015/9/part/5/crossheading/female-genital-mutilation/enacted)

[Serious Crime Act 2015](https://www.gov.uk/government/collections/serious-crime-bill)

[Sexual Offences Act (2003)](https://www.legislation.gov.uk/ukpga/2003/42/contents)

[Data Protection Act (2018)](http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted)

[KCSIE 2019](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828312/Keeping_children_safe_in_education.pdf)

[Working Together (HMG, 2019)](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)

[What to do if you are worried a Child is being Abused](http://www.eastwoodacademy.co.uk/docs/What%20to%20do.pdf)

[Education (Pupil Registration) Regulations 2006](http://www.legislation.gov.uk/uksi/2006/1751/contents/made)

[Information sharing (2018)](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice)

[Behaviour and discipline in schools (2016)](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)

[Use of reasonable force](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)  (July 2013)

[SET Procedures (2019)](https://www.safeguardingsouthend.co.uk/children/index_3_3377965369.pdf)

Preventing Youth Violence and Gang Involvement (Home Office, 2015)

Criminal Exploitation of children and vulnerable adults: County Lines Guidance (Home Office, 2018)

## 4.3 Roles and Responsibilities

### 4.3.1 Trust

The Trust is responsible for ensuring that each constituent academy follows recruitment procedures that help to deter, reject or identify people who might abuse children – refer to the Recruitment Policy.

Safeguarding is included in the Principal’s Termly Report of each constituent academy and provides information relating to attendance, exclusions, the number and types of referrals, changes in policy, pupil events and training updates. Local Governors, Trustees and Members are not provided with details relating to individual child protection cases or situations to ensure confidentiality is not breached.

At Eastwood, the nominated Local Governor responsible for safeguarding is Mr. I. Harkes who undertakes termly audits and works with the Principal to complete the Annual Safeguarding Audit under section 1.75 of the Education Act 2002. His counterpart at Bournemouth Park is Mr. M. Wilson.

### 4.3.2 Senior Leadership

Mr. D. Piercy is responsible for monitoring the strategic and operational effectiveness of safeguarding across the Trust and reports directly to the Board of Trustees.

### 4.3.3 Designated Safeguarding Lead

|  |  |  |
| --- | --- | --- |
| **Academy** | **Designated Safeguard Lead (DSL)** | **Deputy Designated Safeguard Lead (DDSL)** |
| Eastwood | Mrs. N. Lillywhite, Associate Member of SLT | Mrs. M. Philp, Mrs. S. Daltrey, Ms. H. Walden and Mrs. L. Rutter |
| Bournemouth Park | Mr. W. Brogan, Principal | Mr. R. Thomas, Ms. L. Sewell, Mrs H. Wornham and Mrs. N. Marveslay |

The role of the DSL is included in **Appendix A.**

### 4.34 Teaching and Support Staff

Child protection is the responsibility of **all** staff members and especially those working with children.

## 4.4 Recognising Signs of Abuse and Neglect

Abuse is 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 institution 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. In many cases, abuse will take place concurrently via online channels and in daily life. Children may be abused by an adult or adults or by another child or children.

All staff should be aware of the signs of abuse and neglect. A description, including the signs, is included in **Appendix B.**

## 4.5 Recognising Signs of other Safeguarding Issues

Paragraphs 36-39 and Annex B of [KCSIE 2020](https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education-2020/supporting_documents/KCSIE%202020%20%20draft%20guidance.pdf) provide information relating to a range of other safeguarding issues e.g. child sexual exploitation (CSE), child criminal exploitation (CCE), female genital mutilation, forced marriage, extremism, radicalisation and terrorism, peer-on-peer abuse, sexual violence and sexual harassment and sexting. A description, including the signs, is included in **Appendix C, D, E, F, G, H, I and J.**

All staff should be aware that wider environmental factors may impact on a child’s welfare and safety and understand safeguarding in the wider context (contextual safeguarding). Staff should be 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.

All staff should be 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.

## 4.6 Reporting and Managing Concerns

All staff working with children are advised to maintain an attitude of **‘it could happen here’** and should always act in the **best interests** of the child.

If staff have concerns about a child, they should act on them immediately. They should not assume a colleague or another professional will take action. In the first instance, they should raise their concerns with the DSL **in writing.**

The DSL will usually decide whether to make a referral to Children’s Social Care, other agencies, or an Early Help Assessment. It is important to note that any staff member can refer their concerns directly.

If the child’s situation does not appear to be improving, the DSL or staff member who made the referral, should press for re-consideration.

**If at any point a child is suffering, or is likely to suffer from harm, a referral should be made immediately to Children’s Social Care and/or the police. Anybody can make a referral.**

A flow chart setting out the process for staff when they have concerns about a child is included in **Appendix K.**

The constituent academy will look to share its intention to refer a child to Social Services with the parents, unless, in doing so, it could place the child at greater risk of harm or impede a criminal investigation. On these occasions, advice will be taken from Children’s Social Care**.**

In terms of reporting concerns, contact details are summarised in **Appendix L.** Safeguarding contact details are also prominently displayed in the constituent academy to ensure that all staff have unfettered access to safeguarding support.

### 4.6.1 Reporting Concerns – Female Genital Mutilation

Staff should report any concerns in line with section 4.6. In addition, **teachers** have a statutory duty to personally report to the **police** cases where they discover that an act of FGM appears to have been carried out - Mandatory [Reporting](https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information) of [Female](https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information) Genital Mutilation Procedural Information[.](https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)

Refer to **Appendix E** and Annex A in[KCSIE 2020](https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education-2020/supporting_documents/KCSIE%202020%20%20draft%20guidance.pdf)

### 4.6.2 Reporting Concerns – Extremism, Radicalisation and Terrorism

The [Prevent Duty](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf) requires schools to ‘have due regard to the need to prevent people from being drawn into terrorism’. As part of the annual refresher safeguarding training, staff receive training on Prevent. Refer to **Appendix G.**

Staff should report any concerns in line with section 4.6.

### 4.63 Reporting Concerns – Early Help

‘Early Help’ means providing support as soon as a problem emerges, at any point in a child's life from the foundation stage to the teenage years. Chapter 1 of [Working Together to Safeguard Children](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf) provides detailed guidance on the early help process.

The Early Help Family Support Assessment (EHFSA) form and guidance is available on [www.southendchildrenpartnership.org.uk](http://www.southendchildrenpartnership.org.uk). A completed EHFSA form contains all the information required for a child protection referral and should be sent to MASH+.

With reference to paragraphs 134- 148 in [KCSIE 2020](https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education-2020/supporting_documents/KCSIE%202020%20%20draft%20guidance.pdf), staff should be alert to the potential need for support for a child who:

* Is registered as a Looked-After or Formerly Looker-After Child.
* Is registered as a child with SEND.
* May need a social worker.
* Has a mental health need.
* Is a young carer.
* Is frequently missing/goes missing from care or from home.
* Has returned home to their family from care.
* Is a privately fostered child.
* Is persistently absent from education.
* Is in alternative educational provision.
* Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups (County Lines).
* Is at risk of modern slavery, trafficking, sexual or criminal exploitation or at risk of being radicalised or exploited.
* Has a family member in prison, or is affected by parental offending.
* Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
* Is misusing drugs or alcohol themselves.
* Is at risk of honour-based abuse such as Female Genital Mutilation or forced marriage.

Where there is a concern, the constituent academy should ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide.

### 4.6.4 Disclosure

It is important to note that if a child is making a disclosure, that is, telling a member of staff something of major significance to them, the following points **must** be observed:

* Listen to the child but do not ask leading questions.
* Re-assure the child.
* Never agree to confidentiality.
* As soon as possible, discuss the matter with the DSL.
* Record details of information given – ensuring that the details are factual and do not contain any subjective comment. Always sign and date. If there was a witness to the statement, they should also sign the papers.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a ‘need to know’ basis only. Any information shared with a member of staff in this way must be treated confidentially.

### 4.6.5 Records and Monitoring

Well-kept records are essential to good child protection practice. The Trust is clear about the need to record any concern about a child, the status of such records and when these records should be passed over to other agencies.

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, and to keep the information they hold safe and secure, 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 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.

Any member of staff receiving a disclosure of abuse, or noticing signs or indicators of abuse, must make an accurate record 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 of the incident. The source of the information should be recorded, as well as a note of other people involved e.g. 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 include the action taken. This information will be presented to the DSL who will then decide on appropriate action.

All discussions and decisions made, and the reason for those decisions, should also be recorded in writing. These file notes will be kept in a confidential child protection file, which is separate from the pupil file. All child protection records are stored securely (in a locked filing cabinet) and are accessible through the DSL. Digital records will be password protected. The Trust should retain the record for as long as the pupil remains at the academy. When a pupil with a child protection record reaches statutory school leaving age, the last school attended should keep the child protection file for 25 years after the pupil’s date of birth.

If a pupil from an academy transfers to another school, their child protection records will be forwarded to the new educational setting without delay, separate from their main pupil file. Care will be taken to ensure confidentiality is maintained and the transfer process is as safe as possible. The constituent academy will keep a copy of the child protection file until the receiving school confirms receipt of the file. Once the academy has this confirmation, the copy is shredded, other than copies of the specific records that are pertinent to the constituent academy (e.g. not Child Protection Conference (CPC) reports that are held elsewhere), unless there is a specific reason for the constituent academy to keep it, which will be recorded. The constituent academy will also keep a record of having received confirmation from the receiving school and of the date when the copy was shredded.

### 4.6.6 Multiagency Working and attendance to Meetings

It is the responsibility of the DSL to ensure that, whenever possible or appropriate, the constituent academy is represented at any Child Protection Conference (CPC) or similar meeting called for children on the school roll, or previously known to them. A report will be made available to the Conference or meeting Chair, (where prior notice or request allows) 48 working hours in advance of the conference, and (where appropriate) shared with the parents.

If a child is made subject to a Child Protection Plan (CCP), or a Child in Need Plan (CNP), it is the responsibility of the DSL to ensure the child is monitored regarding their school attendance, progress, welfare and presentation. Any concerns about the CPP 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 DSL 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 (refer to section 5.33).

### 4.6.7 Supporting Pupils and Staff

The Trust recognises that it may provide the only stability in the lives of children who have been abused or who are at risk of harm. Each constituent academy will therefore support all children by:

* Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
* Promoting a caring, safe and positive environment within the constituent academy.
* Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
* Attending Child Protection Conferences, Core Group Meetings and Child in Need Meetings.
* Notifying Children’s Social Care as soon as there is a significant concern.

Staff 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. Each academy will support such staff by providing an opportunity to talk through their anxieties with the DSL and/or to seek further support as appropriate, including access to a BACP qualified counsellor.

## 4.7 Managing Allegations

### 4.7.1 Allegations against Pupils (Peer-on-Peer/Child-on-Child Abuse)

Refer to **Appendix H, I and J.**

Incidents will be investigated in line with the academy’s Behaviour and Discipline Policy. The incident will also be referred to the DSL who will:

* Hold an initial meeting with appropriate school staff.
* Interview the child/children involved (if appropriate).
* Inform parents at an early stage, unless there is good reason to believe that involving parents would put the child at risk of harm.
* At any point in the process, if there is a concern that a child has been harmed, or is at risk of harm, refer the matter to Children’s Social Care and/or the Police immediately in accordance with the [SET Procedures (2019)](https://www.safeguardingsouthend.co.uk/children/index_3_3377965369.pdf) and **Appendix K.**

#### 4.7.1.1 Sexual Violence and Sexual Harassment between Children

In managing allegations of sexual violence and sexual harassment between children, the Trust will comply with Part 5 of [KCSIE 2020](https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education-2020/supporting_documents/KCSIE%202020%20%20draft%20guidance.pdf). The Trust will also have due regard for the DfE guidance - [Sexual Violence and Sexual Harassment between Children in Schools and Colleges.](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)

Refer to **Appendix I.**

In managing such allegations, in accordance with the guidance, the Trust will decide whether to:

* Manage the case internally.
* Seek early help with a multi-agency approach.
* Refer to Children's Social Care.
* Report the case to the Police.

### 4.7.2 Allegations against Staff

All staff (and volunteers) should take care not to place themselves in a vulnerable or professionally compromising position with a child – refer to the [Code of Conduct (Staff) Policy](http://www.eastwoodacademy.co.uk/docs/EPAT%20Code%20of%20Conduct%20Policy19.pdf).

All staff have a duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. In such instances they should consult the  [Whistleblowing Policy](http://www.eastwoodacademy.co.uk/docs/EPAT%20Whistleblowing%20Policy19.pdf).

In managing allegations against staff, the Trust will comply with Part 4 of [KCSIE 2020](https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education-2020/supporting_documents/KCSIE%202020%20%20draft%20guidance.pdf).

If a pupil makes an allegation against a member of staff or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal. The Principal, on all such occasions, will discuss the content of the allegation with the Local Authority Designated Officer (LADO). If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the CEO, who will consult with the LADO without notifying the Principal first. If the allegation made to a member of staff concerns the CEO, the person receiving the allegation will immediately inform the Chair of the Trust, who will consult with the LADO without notifying the CEO first.

The Trust will follow the [SET Procedures (2019)](https://www.safeguardingsouthend.co.uk/children/index_3_3377965369.pdf) for managing allegations against staff. Under no circumstances will the child be sent home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO. Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and the Principal, CEO or Chair will seek the advice of the LADO and the Trust’s Professional HR Advisors (Juniper) in making this decision.

In the event of an allegation against the Principal, the decision to suspend will be made by the CEO. In the event of an allegation against the CEO, the decision to suspend will be made by the Chair of the Trust.

Staff who are formally disciplined for the mistreatment of pupils (or who resign before disciplinary action can be completed), **must** be reported to the Disclosure and Barring Service (DBS).

In accordance with [KCSIE 2020](https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education-2020/supporting_documents/KCSIE%202020%20%20draft%20guidance.pdf) details of allegations that are found to have been malicious should be removed from personnel records. Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. 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.

# 5.0 Children Missing Education (CME) Policy

### 5.1 Admissions and Attendance

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Refer to the Admission Arrangements and Attendance Policy.

The constituent academy will notify the Local Authority within **5** days of adding a pupil’s name to the admission register at a non-standard transition point. The notification will include all the details contained in the admission register for the new pupil.

### 5.2 Removal from Roll

The constituent academy will notify the Local Authority when it is about to remove a pupil’s name from the school admission register under any of the grounds set out in the Education (Pupil Registration) (England) Regulations 2006 and [Guidance on School Attendance 2018](https://www.gov.uk/government/publications/school-attendance).When removing a pupil’s name, the notification to the Local Authority will include: (a) the full name of the pupil, (b) the full name and address of any parent with whom the pupil normally resides, (c) at least one telephone number of the parent, (d) the pupil’s future address and destination school, if applicable, and (e) the ground in regulation 8 under which the pupil’s name is to be removed from the admission register.

The constituent academy will make all reasonable enquiries to establish the whereabouts of the child jointly with the Local Authority, before deleting the pupil’s name from the register, if the deletion is under regulation 8(1), sub-paragraphs (f)(iii) and (h)(iii) (refer to Annex A).

### 5.3 Unexplained Absences

### 5.3.1 Children Missing Education

A child missing from education is defined as being of compulsory school age who is not on a school roll, nor being educated otherwise (e.g. at home, in independent schools or in alternative provision) or who has been out of education for a substantial period (**10** days without provision of a reasonable explanation). The senior leader with responsibility for Attendance will inform the Local Authority of any pupil who fails to attend school regularly or has been absent without the academy’s permission for a continuous period of **10** school days or more.

Paragraph 18 and 52 of DfE statutory guidance [Children Missing Education](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf) details those groups of pupils at particular risk of going missing from education and actions that should be taken. The Trust will comply with this guidance using templates and contact details as listed in the Local Authority’s [CME Policy](http://www.eastwoodacademy.co.uk/docs/CME%20Policy.pdf). The senior leader, in conjunction with the DSL, will periodically check with the Local Authority regarding the missing child.

The Trust also complies with the regulations regarding Elective Home Education (Regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended 2016) and the [Local Authority Guidance](file:///C:\Users\NHouchen\Downloads\EHE%20Policy%20November%202019.pdf). The constituent academy will notify the Elective Home Education (EHE) Team via secure email to [ehe@southend.gov.uk](mailto:ehe@southend.gov.uk)providing a copy of the parents written notification to home educate and the date their child came off roll. The constituent academy will also complete a Deregistration Form - <http://www.southendlearningnetwork.co.uk/Services/4834>

### 5.3.2 Pupils that are Looked After (CLA)

The attendance of CLA pupils is monitored daily. The constituent academy will ensure that any unexplained absence of a CLA pupil is communicated to the DSL\* and Head of House/Year Head, which may involve a referral to Children’s Social Care.

### 5.3.3 Pupils with a Child Protection Plan (CPP)

The attendance of pupils with a Child Protection Plan (CCP) is monitored daily. The constituent academy will ensure that any unexplained absence of a CPP is communicated to the DSL\* and Head of House/Year Head, which may involve a referral to Children’s Social Care. If the unexplained absence is **2** or more days, it is referred to Children’s Social Care.

\*In this instance communication should be to the DSL and DDSL (using the internal Child Protection e-mail address).

# 6.0 Private Fostering

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 stepparent 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.

As a Trust 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, the constituent academy will always inform the Local Authority when they are notified about such an arrangement or become aware of one.**

# 7.0 Promoting Positive Mental Health and Resilience

Positive mental health is the concern of the whole community and the Trust recognises that schools play a key part in this. The Trust 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 counterbalance 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 the constituent academy, so appropriate support and interventions can be identified and implemented.

# 8.0 Policy Implementation, Monitoring and Review

Safeguarding training will be delivered to all staff on an annual basis. At the end of the training, staff will have the opportunity to feedback, including suggestions on how the training can be improved and/or how safeguarding arrangements can be improved.

An internal safeguarding audit of each academy will be undertaken on a termly basis by Mr. D. Piercy and the effectiveness of safeguarding will be reported in the Principal’s Termly Report to the Local Governing Body. The Trust’s Safeguarding Policy will be reviewed on an annual basis.

# Appendix A - Role of Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) should be a member of SLT and will take the lead responsibility for safeguarding and child protection. Deputy Designated Safeguarding Leads (DDSL) should be trained to the same standard. Activities can be delegated but the lead responsibility remains with the DSL.

The DSL is expected to undertake the following:

**Be Available**

* During term time, be available during school hours for staff to discuss any safeguarding concerns.
* During non-term time and outside of school hours, be available following agreed adequate and appropriate arrangements.

**Manage Referrals**

* Refer cases of suspected abuse and neglect to the Children’s Social Care as required and support staff who make referrals to Children’s Social Care.
* Refer cases to the Channel programme where there is a radicalisation concern as required and 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.
* Refer cases where a crime may have been committed to the Police as required. [NCC - When to Call the Police](https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf) should help understand when to consider calling the police and what to expect when working with the police.

**Working with Others**

* Act as a source of support, advice and expertise for all staff.
* Act as a point of contact with the three safeguarding partners.
* Liaise with the 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’ and LADO for child protection concerns in cases which concern a staff member.
* Liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, Senior Mental Health Leads and SENCOs) on matters of safety and safeguarding and welfare (including online and digital safety) when deciding whether to make a referral by liaising with relevant agencies and so that children’s needs are considered holistically.
* Liaise with the Senior Mental Health Lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
* Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
* Promote educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and is therefore best placed to identify the impact that these issues might be having on children’s attendance, engagement and achievement at school.
* Working with the Principal and other staff, the DSL should take lead responsibility for:

a) Ensuring that the school knows who its cohort of children who currently need a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort

b) Support teaching staff to feel confident to provide additional academic support or reasonable adjustments to help children who need or have needed a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

**Share Information and manage the Child Protection File**

* The DSL is responsible for ensuring that child protection files are kept up to date and stored securely. They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part 1 and Part 2 of KCSIE 2020.
* Where children leave the school, the DSL should 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. Receiving schools and colleges should ensure key staff such as DSLs and SENCOs or the named person with oversight for SEN in colleges, are aware as required.
* Lack of information about their circumstances can impact on the child’s safety, welfare and educational outcomes. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving in order to help them put in place the right support to safeguard this child and to help the child thrive in the school or college e.g. information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

**Raise Awareness**

* Ensure the Trust’s child protection policies are known, understood and used appropriately.
* Ensure the Trust’s Safeguarding Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, working with governing bodies or proprietors to this end.
* Ensure the Safeguarding 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 constituent academy in this process.
* Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
* Raise awareness of the lasting impact of adversity and trauma on education, behaviour, mental health and wellbeing, so that this is understood by senior leaders and staff and reflected in relevant policies e.g. Mental Health and Behaviour and Discipline.

**Undertake Training and Enhance Knowledge and Skills**

* The DSL and DDSL 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 2 years.
* The DSL should undertake Prevent awareness training.
* In addition to the formal training set out above, the DSL and DDSL knowledge and skills should be refreshed via e-bulletins, meeting other DSL, or simply taking time to read and digest safeguarding developments at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.
* The DSL should be supported to obtain access to resources and attend any relevant or refresher training courses.

**Understand Processes and Procedures**

* Training should provide DSLs with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children’s social care, in order to:

a) Understand the assessment process for providing early help and statutory services, including local criteria for action and Children’s Social Care referral arrangements.

b) 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.

c) Understand the importance of the role the DSL has in providing information and support to children social care in order to safeguard and promote the welfare of children.

**Provide Support for Staff**

* Training should support the DSL in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

a) Ensure each member of staff has access to, and understands, the Trust’s Safeguarding Policy and child protection procedures, especially new and part time staff.

b) Ensure that staff are supported during the referrals processes.

c) Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

**Hold and Share Information**

* The DSL should be equipped to understand the importance of information sharing, both within the constituent academy, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the three safeguarding partners, other agencies, organisations and practitioners; understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation; and be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

**Respond to Specific Needs and Harms**

* Training should give the DSL the knowledge and skills to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk. This includes to:

a) Be alert to the specific needs of children in need, those with special educational needs and young carers.

b) Understand the lasting impact that adversity and trauma can have, including on children’s behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.

c) Understand and support the constituent academy with regard to the requirements of the Prevent Duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.

d) Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at the constituent academy.

e) Recognise the additional risks that children with SEND face online e.g. from online bullying, grooming and radicalisation and be confident they have the capability to support children with SEND to stay safe online.

**Understand the Views of Children**

* It is important that children feel heard and understood. Therefore, DSL should be supported in developing knowledge and skills to:

1. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the constituent academy may put in place to protect them.
2. Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

# Appendix B – Abuse

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| **Type** | **Description** | **Possible Signs** |
| Neglect | The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: 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 (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. | Constant hunger.  Poor personal hygiene.  Constant tiredness.  Poor state of clothing.  Emaciation.  Frequent lateness/non-attendance at school.  Untreated medical problems.  Low self-esteem.  Neurotic behaviour e.g. rocking  No social relationships.  Compulsive stealing.  Scavenging for food and clothes. |
| 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. | Unexplained injuries or burns, particularly if they are recurrent.  Improbable excuses given to explain injuries.  Refusal to discuss injuries.  Untreated injuries.  Admission of punishment which appears excessive.  Fear of parents being contacted.  Bald patches.  Withdrawal from physical contact.  Arms and legs kept covered in hot weather.  Fear of returning home.  Fear of medical help.  Self-destructive tendencies.  Aggression towards others.  Chronic running away. |
| **Type** | **Description** | **Possible Signs** |
| Sexual Abuse | Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education. | Be chronically depressed.  Be suicidal.  Use drugs or drink to the excess.  Self-mutilate, show self-hatred.  Have unexplained pregnancies.  Experience memory loss.  Become anorexic or bulimic.  Run away frequently.  Be inappropriately seductive.  Be fearful about certain people like relatives or friends.  Assume the role of parents in the house to such an extent that they do all the cooking, cleaning, child-minding and are taking care of everyone’s needs except their own.  Not be allowed to go out on dates or have friends round.  Have soreness/bleeding in the genital or anal areas or in the throat.  Find excuses not to go home or to a particular place.  Have a recurring nightmare/be afraid of the dark.  Be unable to concentrate i.e. seem to be in a world of their own.  Have a “friend who has a problem” and then tell you about the abuse of a friend.  Have chronic ailments such as stomach pains and headaches.  Sexually abuse a child, sibling or friend.  Exhibit a sudden change in school/work habits.  Be withdrawn, isolated, or excessively worried.  Have outbursts of anger or irritability.  Be fearful of undressing for P.E.  Have unexplained sums of money.  Act in a sexually inappropriate way towards adults. |
| **Type** | **Description** | **Possible Signs** |
| 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 conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. | Physical, mental and emotional development lags.  Admission of punishment which appears excessive.  Over-reaction to mistakes.  Inappropriate emotional responses to painful situations.  Neurotic behaviour (e.g. rocking; hair twisting; thumb-sucking).  Self-mutilation.  Fear of parents being contacted.  Extremes of passivity or aggression.  Drug/solvent abuse.  Chronic running away.  Compulsive stealing.  Scavenging for food and clothes. |
| Domestic Abuse | Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional.  Children and young people can be victims of domestic abuse both in the context of their home life where domestic abuse occurs between parents or carers, but also within their own intimate personal relationships. | Refer to the signs in Appendix B, H and I.  <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>  <http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>  <http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse> |

# Appendix C – Child Sexual Exploitation (CSE)

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| **Type** | **Description** | **Possible Signs** |
| Child Sexual Exploitation | Child sexual exploitation is a form of child sexual abuse. 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.  Like all forms of child sex abuse, child sexual exploitation:  Can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex.  Can still be abuse even if the sexual activity appears consensual.  Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity.  Can take place in person or via technology, or a combination of both.  Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.  May occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).  Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.    Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.  <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners> | Underage sexual activity.  Inappropriate sexual or sexualised behaviour.  Sexually risky behaviour, 'swapping' sex.  Repeated sexually transmitted infections.  In girls, repeated pregnancies, abortions, miscarriages.  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.  Recruiting other young people to exploitative situations.  Truancy, exclusion, disengagement with school, opting out of education altogether. |

# Appendix D – Child Criminal Exploitation (CCE) and County Lines

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| **Type** | **Description** | **Possible Signs** |
| Child Criminal Exploitation (CCE) and County Lines | Child Criminal Exploitation (CCE) is a form of child abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into criminal activity.  Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.  In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator  The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.  Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.  One type of CCE is ‘County Lines’. This is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of “deal line”.  Exploitation is an integral part of the County Lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.  Children can be targeted and recruited into County Lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes.  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.  Children can easily become trapped by this type of exploitation as County Lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the County Lines network.  [Home Office Guidance - County Lines](http://eastwoodacademy.co.uk/docs/County%20Lines%20Guidance18.pdf) | Unexplained gifts or new possessions.  Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers.  Associating with other young people involved in criminal exploitation.  Changes in emotional well-being.  Misusing drugs and alcohol.  Truancy, missing school regularly, exclusion, disengagement with school, opting out of education altogether.  ‘Missing episodes’ (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs. |

# Appendix E – Honour-Based Abuse - Female Genital Mutilation (FGM)

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| **Type** | **Description** | **Possible Signs** |
| Female Genital Mutilation | Honour-Based’ Abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators.  Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. The reasons for FGM are:  Cultural identity – an initiation into womanhood.  Gender Identity – moving from girl to woman – enhancing femininity.  Sexual control – reduce the woman’s desire for sex.  Hygiene/cleanliness – unmutilated women are regarded as unclean.  FGM is not a religious practice and has been a criminal offence in the UK since 1985. Criminal penalties include up to 14 years in prison. FGM occurs mostly to girls aged from 5 – 8 years old but up to around 15. In the UK, 23,000 girls under 15 could be at risk of FGM.  [FGM Fact Sheet](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf) | Circumstances and occurrences that may point to FGM happening include:  Child talking about getting ready for a special ceremony.  Family taking a long trip abroad. The procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks.  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 include:  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 isolation from others.  Reluctance to take part in physical activity.  Repeated urinal tract infection. |

# Appendix F – Honour-Based Abuse - Forced Marriage

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| **Type** | **Description** | **Possible Signs** |
| Forced Marriage | Honour-Based’ Abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators.  Forced marriage is a marriage conducted without the full and valid consent of both parties, where some element of duress is a factor.  A person can be put under both physical and emotional pressure to get married. In some cases, people may be taken abroad without knowing that they are to be married.  Forced marriage is a violation of internationally recognised human rights standards.  ‘A woman's right to choose a spouse and enter freely into marriage is central to her life and her dignity, and equality as a human being’. (General recommendation No.21, UN Committee on the Elimination of all Forms of Discrimination against Women.)  Forced marriage cannot be justified on religious grounds. Freely given consent of both parties is a pre-requisite of Christian, Hindu, Muslim and Sikh marriages. | Excessive restrictions e.g. house arrest.  Eating disorders.  Poor attendance.  Running away from home.  Truancy.  Withdrawal from school.  Long holiday planned.  Not planning further education or higher education.  Self-harm.  Attempted suicide.  Depression.  Isolation.  Criminal activity e.g. shoplifting.  Drug and alcohol abuse.  Domestic abuse.  Family disputes.  Siblings forced to marry.  The Forced Marriage Unit has published [Multi-agency Guidelines,](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf) with pages 32-36 focusing on the role of schools and colleges.  Staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk. |

# Appendix G – Extremism, Radicalisation and Terrorism

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| **Type** | **Description** | **Possible Signs** |
| Extremism, Radicalisation and Terrorism | Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. It also includes calling for the death of members of the armed forces.  Extremists often target the vulnerable – including the young – by seeking to sow divisions between communities on the basis of race, faith or denomination; justifying discrimination towards women and girls; seeking to persuade others that minorities are inferior; or arguing against the primacy of democracy and the rule of law in our society.  Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.  Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause | Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.  Graffiti symbols, writing or artwork promoting extremist messages or images.  Pupils accessing extremist material online, including through social networking sites.  Parental reports of changes in behaviour, friendship or actions and requests for assistance. Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings.  Pupils voicing opinions drawn from extremist ideologies and narratives.  Use of extremist or ‘hate’ terms to exclude others or incite violence.  Intolerance of difference, whether secular or religious or, in line with our equalities.  Views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.  Attempts to impose extremist views or practices on others.  Anti-Western or Anti-British views.  [Revised Prevent Duty Guidance](https://www.gov.uk/government/publications/prevent-duty-guidance)  [Educate against Hate](http://educateagainsthate.com/)  [Channel Guidance](https://www.gov.uk/government/publications/channel-guidance)  [Channel General Awarenes](http://course.ncalt.com/Channel_General_Awareness)s |

# Appendix H – Peer-on-Peer/Child-on-Child Abuse

|  |  |  |
| --- | --- | --- |
| **Type** | **Description** | **Possible Signs** |
| Peer-on –Peer/Child-on-Child Abuse | Peer-on-peer abuse is where children abuse other children.  There are different forms e.g.   1. Sexual violence and harassment (Appendix I). 2. Sexting (Appendix J). 3. Abuse in intimate personal relationships between peers, where [abusive behaviour can take the form of physical or sexual abuse; violent or threatening behaviour; controlling or coercive behaviour; economic abuse; psychological, emotional or other abuse. 4. Physical abuse - hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. 5. Initiation/hazing type violence and rituals e.g. gang initiation.   Peer-on-peer abuse is experienced by children aged 10 upwards, with those being abused generally being slightly younger than those who are abusing them.  Girls and young women are more frequently identified as those who are abused by their peers, whereas boys and young men are more likely to be identified as perpetrators.  Black and minority ethnic children are often under-identified as victims and over-identified as perpetrators.  Some groups are potentially more at risk e.g. children with SEND; girls; and LGBT children. | Refer to the signs in Appendix B, I and J. |

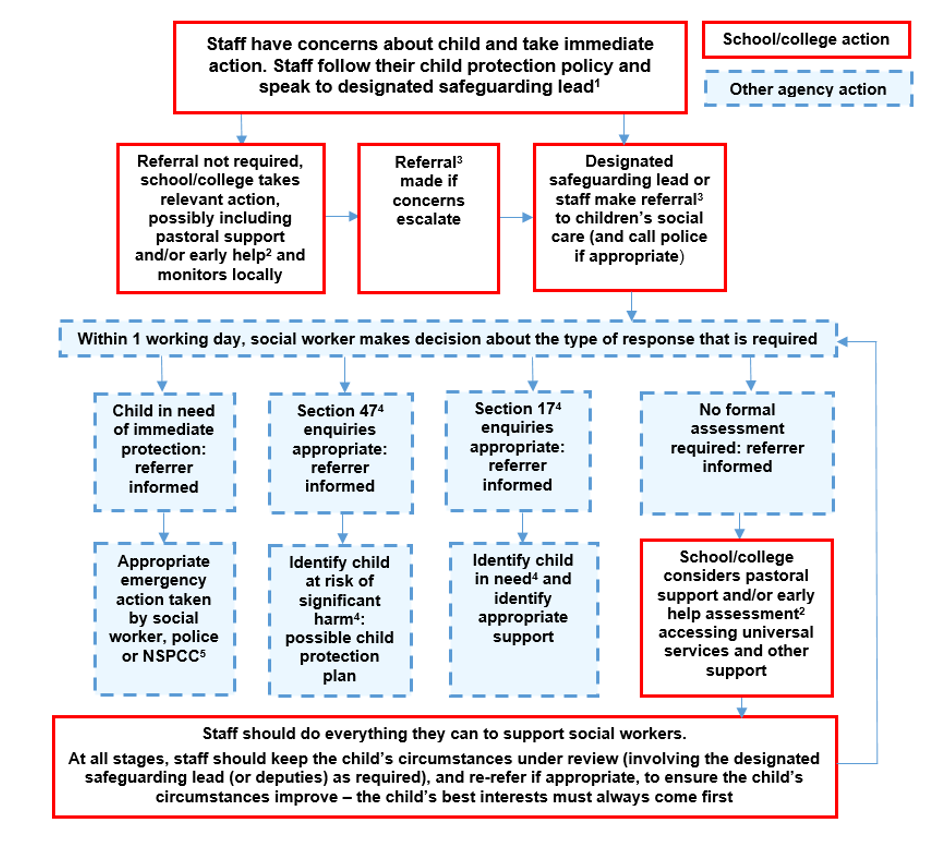
# Appendix I – Sexual Violence, Sexual Harassment and Upskirting

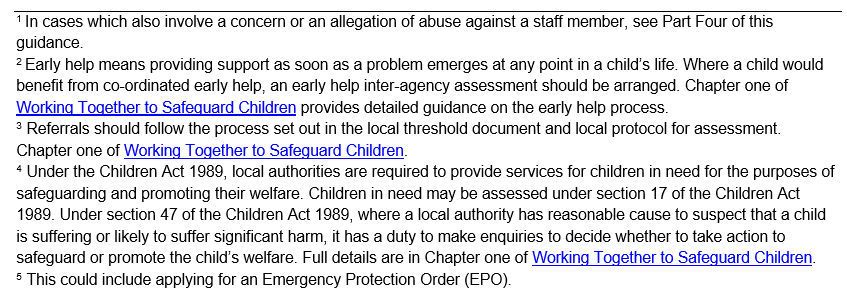
|  |  |  |
| --- | --- | --- |
| **Type** | **Description** | **Possible Signs** |
| Peer-on –Peer/Child-on-Child Abuse | Sexual violence includes rape, assault by penetration and sexual assault (which may include an online element which facilitates, threatens and/or encourages sexual violence).  Sexual harassment includes sexual comments, remarks, jokes, and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse. It is important that this is not be passed off as ‘banter’, ‘just having a laugh’, ‘growing up’, or ‘boys being boys’. Dismissing or tolerating such behaviours risks normalising them.  Upskirting 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.  Guidance - [Sexual Violence and Sexual Harassment between Children in Schools and Colleges.](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)  Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap. | Refer to the signs in Appendix B, I and J. |

# Appendix J – Sexting

|  |  |  |
| --- | --- | --- |
| **Type** | **Description** | **Possible Signs** |
| Sexting | Sexting is sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet.  Making, possessing and distributing any imagery of someone under 18 which is ‘indecent’ is illegal. The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales). Specifically:  a) It is an offence to possess, distribute, show and make indecent images of children.  b) The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.  Girls are most adversely impacted by sexting because of a sexual double standard e.g. boys tend to be admired and ‘rated’ for possessing photos; girls are encouraged to send images then blamed if they do. Boys are under pressures to post bodily images to prove their masculinity, however, collecting images of boys’ bodies does not carry the same kudos for girls. Girls are also at risk if they openly speak about sexual activities and practices; boys are actually at risk of peer exclusion if they do not brag about sexual experiences. | Overly protective of their mobile phones.  Texting friends from a private place or turning their back to read or send a text when someone comes near.  Appear uncomfortable, angry, or defensive when questioned about their secretive phone use.  Change in friendship groups. Guidance from the UK Council for Child Internet Safety - [Sexting in Schools and Colleges - Responding to Incidents and Safeguarding Young People](http://www.eastwoodacademy.co.uk/docs/Sexting%20Guidance.pdf) |

# Appendix K – Actions Where There are Concerns about a Child





# Appendix L – Contact Details

|  |  |  |
| --- | --- | --- |
| **Area** | **Telephone** | **E-mail** |
| Eastwood | 01702 524341 | All DSLs and DDSLs [childprotection@eastwood.southend.sch.uk](mailto:childprotection@eastwood.southend.sch.uk)  Nicola Lillywhite [NLillywhite@eastwood.southend.sch.uk](mailto:NLillywhite@eastwood.southend.sch.uk)  Sophie Daltrey [SDaltrey@eastwood.southend.sch.uk](mailto:SDaltrey@eastwood.southend.sch.uk)  Michelle Philp [MPhilp@eastwood.southend.sch.uk](mailto:MPhilp@eastwood.southend.sch.uk)  Hannah Walden HWalden@eastwood.southend.sch.uk |
| Bournemouth Park | 01702 468046 | Will Brogan [willbrogan@bournemouthpark.southend.sch.uk](mailto:willbrogan@bournemouthpark.southend.sch.uk)  Hayley Wornham [hayleywornham@bournemouthpark.southend.sch.uk](mailto:hayleywornham@bournemouthpark.southend.sch.uk)  Rhodri Thomas [rthomas@bournemouthpark.southend.sch.uk](mailto:rthomas@bournemouthpark.southend.sch.uk)  Laura Sewell [lsewell@bournemouthpark.southend.sch.uk](mailto:lsewell@bournemouthpark.southend.sch.uk)  Natasha Marveslay [nmarveslay@bournemouthpark.southend.sch.uk](mailto:nmarveslay@bournemouthpark.southend.sch.uk) |
| MASH | 01702 215007  0345 606 1212 | [MASH@southend.gov.uk](mailto:MASH@southend.gov.uk) (for all referrals)  [mashadmin@southend.gov.uk](mailto:mashadmin@southend.gov.uk) (for request for information)  Urgent referrals and out of office hours |
| Early Help | 01702 215007 (chose option 1) | [earlyhelpcontactpoint@southend.sgov.uk](mailto:earlyhelpcontactpoint@southend.sgov.uk) |
| LADO | 01702 534539  01702 534591 | Allison Francis - LADO [allisonfrancis@southend.gov.uk](mailto:allisonfrancis@southend.gov.uk)    Sharon Langston - Advisor [safeguardingforchildren@southend.gov.uk](mailto:safeguardingforchildren@southend.gov.uk) |
| Prevent | 020 7340 7264 | [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)  [prevent@essex.pnn.police.uk](mailto:prevent@essex.pnn.police.uk) |
| NSPCC | [NSPCC whistleblowing helpline](https://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline)  0800 028 0285 | [help@nspcc.org.uk](mailto:help@nspcc.org.uk) |
| Whistleblowing |  | Refer to the Trust’s Whistleblowing Policy.  General guidance can be found at: [Advice on Whistleblowing.](https://www.gov.uk/whistleblowing) |

# Appendix M – Professional Organisations and Guidance

Additional (specialist) information from organisations can be accessed from the following:

NSPCC - <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

TES - <https://www.tes.com/teaching-resources>

MindEd - <https://www.minded.org.uk/course/view.php?id=402>

Academy staff can also access government guidance (as required) on the issues listed below via GOV.UK and other government websites:

[Abuse](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2)  (DfE advice for practitioners)

[Bullying including cyberbullying (](https://www.gov.uk/government/publications/preventing-and-tackling-bullying)DfE advice for headteachers, staff and governing bodies)

[Criminal exploitation of children and vulnerable adults county lines](https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines) (Home office guidance) and Annex A

[Children missing education](https://www.gov.uk/government/publications/children-missing-education) (DfE advice for schools) and Annex A

[Child missing from home or care](https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care) (DfE statutory guidance)

[Child sexual exploitation advice for practitioners](https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners) (DfE advice for practitioners) and Annex A

[Domestic abuse](https://www.gov.uk/domestic-violence-and-abuse) (Home Office advice) and Annex A

[Drugs](https://www.gov.uk/government/publications/drugs-advice-for-schools) (DfE and ACPO advice for schools)

[Fabricated or induced illness](https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced) (DfE, Department for Health and Home Office statutory guidance)

[Faith based abuse](https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief) (national action plan)

[Female genital mutilation](https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation) (multi agency statutory guidance) and Annex A [female genital mutilation](https://www.gov.uk/government/collections/female-genital-mutilation) (Home Office advice)

[Forced marriage](https://www.gov.uk/forced-marriage) (Foreign and Commonwealth Office and Home Office advice) and Annex A

[Gangs and youth violence](https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence) (Home Office advice)

[Gender based violence/violence against women and girls](https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020) (Home Office strategy)

[Gender-based violence/violence against women and girls](https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk) (Home Office information)

[Hate](http://educateagainsthate.com/) (educate against hate website)

[Mental health](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2) (DfE advice for schools)

[Missing children and adults](https://www.gov.uk/government/publications/missing-children-and-adults-strategy) (Home Office strategy)

[The National Organisation for the Treatment of Abusers (NOTA)](https://www.nota.co.uk/)

[Private fostering](https://www.gov.uk/government/publications/children-act-1989-private-fostering)  (28 days or more- Children Act 1989- statutory guidance for local authorities)

[Preventing radicalisation](https://www.gov.uk/government/publications/prevent-duty-guidance) (Home Office Statutory Prevent guidance) and Annex A [protecting children from radicalisation](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty) (DfE Prevent advice for schools)

[Relationship abuse](https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/) (disrespect nobody website)

[Sexual violence and sexual harassment between children in schools and colleges](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)  (DfE advice for schools and colleges)

[Sexting](https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis) (UK Council for Child Internet Safety advice for schools and colleges)

[Trafficking and modern slavery](https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance) (DfE and Home Office guidance)

# Covid-19 Addendum

## 9.0 Overview

This addendum applies during the period of school closure due to COVID-19. It reflects changes to the Trust’s normal Safeguarding Policy in line with the DfE guidance [Coronavirus: Safeguarding in Schools, Colleges and other Providers](https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers)

From Friday 20th March 2020, the Government closed all schools in response to the spread of the coronavirus infection. However, where schools can be adequately staffed, they continue to remain open to [vulnerable pupils](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people) and the children of [critical (key) workers](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision)

Although the Trust is operating in a different way to normal, we are still adhering to the following safeguarding principles:

* The best interests of children must come first.
* If anyone has a safeguarding concern about any child, they should continue to act on it immediately.
* A DSL or DDSL should be available at all times.
* It’s essential that unsuitable people don’t enter the school workforce or gain access to children (refer to section 9.6).
* Children should continue to be protected when they are online.

## 9.1 Attendance of Vulnerable Pupils and Children of Critical (Key) Workers

Children of Key Workers should be identified in accordance with the [Key Workers Letter](http://www.eastwoodacademy.co.uk/docs/Key%20Workers%20Letter.pdf) and a centralised list compiled an updated accordingly.

Vulnerable pupils should be identified by the constituent academy and RAG-rated according to the criteria below.

|  |  |
| --- | --- |
| **RAG Rating** | **Description** |
|  | Case is currently open to Children’s Social Care, there are concerns and the child is at risk |
|  | Case is currently open to Children’s Social Care, but there are no immediate concerns, however the child could be at risk |
|  | There has been no confirmation that the case has been of closed by Children’s Social Care and there are no new concerns (the case has been inactive for a significant period) |
|  | Pupils that are not covered above but are either a LAC and/or have an EHCP |

A daily register must be taken, and the Principal must send it securely to the DfE and Local Authority.

DfE - <http://www.education.gov.uk/educational-setting-status>

Local Authority - <https://strong.southend.gov.uk/encrypt>

The designated member of staff responsible for attendance must contact all parents whose children who are eligible to attend school **to confirm their non-attendance.**

In the case of a pupil who previously attended, but is now not attending, contact will be made with the parent to ascertain the reason(s).

For those **vulnerable** pupils not attending school, contact will be made, **where appropriate and reasonable**, in the following way:

|  |  |
| --- | --- |
| **Rag Rating** | **Contact** |
|  | Daily |
|  | Twice a week |
|  | Weekly |
|  | Weekly |

In the event of an unsatisfactory response e.g. no contact after 5 days; contact is made but there are known high risk factors for the child and/or family and significant concerns are confirmed; or the parent is obstructive/evasive and wellbeing cannot be assured, this should be escalated by the DSL to [MASH@southend.gov.uk](mailto:MASH@southend.gov.uk) and [senteam@southend.gov.uk](mailto:senteam@southend.gov.uk)

A Vulnerable Pupils Tracker for each constituent academy must be maintained and updated on a weekly basis by the DSL and reviewed by the Principal. Any actions should be discussed and implemented in accordance with [KCSIE 2020](https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education-2020/supporting_documents/KCSIE%202020%20%20draft%20guidance.pdf) (2019 version until September) , [SET Procedures (2019)](https://www.safeguardingsouthend.co.uk/children/index_3_3377965369.pdf) and ongoing guidance from the Local Authority.

### 9.1.1 Further Arrangements for Children with an EHCP

Following the publication of the DfE’s SEND risk assessment guidance on 19th April - <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance>, the Senior Leader responsible for SEND, after contacting parents in line with section 9.1, will RAG-rate children in the following way:

|  |  |  |
| --- | --- | --- |
| **Rag Rating** | **Description** | **Advised Action** |
|  | Following advice, the parent decides that the risk of contracting Covid-19 (and associated transmission), exacerbated by their child’s underlying health conditions, outweighs all other risks. | The child should not attend school because they have underling health conditions and can be safely supported at home. |
|  | Following advice, the parent decides that the risk of contracting Covid-19 (and associated transmission) outweighs all other risks and the child can be safely supported at home. | The child should not attend school and can be safely supported at home. |
|  | Following advice, the parent decides that the risk of contracting Covid-19 (and associated transmission) does not outweigh all other risks and the child can safely attend school. | The child should attend school. |

## 9.2 FSM Arrangements

Pupils eligible for FSM will receive a voucher organised through the [Edenred Voucher Scheme](https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools) (or other appropriate scheme).

## 9.3 Staffing During School Closure

The Principal must produce a two-week staffing rota to include the following:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Week** | **SLT** | **Admin** | **Primary Supervisor** | **LSA Support** | **Medicine Administrator/First Aid/Onsite DSL** | **Contingency 1** | **Contingency 2** |
| **Monday** |  |  |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |  |  |
| **Friday** |  |  |  |  |  |  |  |

Where possible, staff should be deployed on proportionately fair basis.

Where the constituent academy cannot adequately and safely supervise the pupils, parents will be directed to contact [Southend Local Authority](https://www.southend.gov.uk/contact_us) who will seek to redirect their child to another educational setting.

The constituent academy will review whether it can remain ‘open’ during normal school closure periods.

## 9.4 Managing Pupils in Attendance During School Closure

Pupils attend normal school hours and are required to wear their uniform and bring a packed lunch.

Pupils complete the same programme of work as those pupils completing it at home.

Pupils are be required to adhere to the DfE guidance on [Social Distancing in Education and Childcare Settings](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings)

## 9.5 Pupils Attending other Educational Settings

Where children are temporarily required to attend another setting, the constituent academy will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, the constituent academy DSL or DDSL and/or SENCO will share, as applicable:

* The reason(s) why the child is considered vulnerable and any arrangements in place to support them
* The child’s EHC plan, child in need plan, child protection plan or personal education plan
* Details of the child’s social worker
* Details of the virtual school head
* Where the DSL, DDSL or SENCO cannot share this information, the appropriate Senior Leader will make appropriate arrangements. The constituent academy will endeavour to share this information before the child arrives, as far as is possible, and otherwise as soon as possible afterwards.

## 9.6 Staff from other Educational Settings

In the event of staff from another educational setting being deployed to a constituent academy, assurances (and associated evidence) will be sought from the receiving school and an appropriate risk assessment undertaken.

## 9.7 Designated Safeguarding Lead Availability

The constituent academy should have an onsite DSL. Other DSLs or DDSLs must be available via phone and e-mail and their contact details distributed accordingly.

In the absence of face-face (refresher) training, all DSL and DDSL should complete suitable online courses e.g.

<https://www.highspeedtraining.co.uk/safeguarding-people/designated-safeguarding-officer-training-course.aspx>

<https://nationalonlinesafety.com/courses/online-safety-course-for-dsls-and-deputy-dsls-2019-20>

## 9.8 Communication with Parents

Parents will be provided with access to appropriate home learning resources for their child whilst being made aware of the potential risks to children online and the importance of staying safe online.

## 9.9 Working with other Agencies

The constituent academy will continue to liaise, where appropriate, with Children’s Social Care and with Virtual School Headteachers for LAC and PLAC.

The constituent academy will continue to liaise, where appropriate, with the Local Authority in line with the DfE guidance for [Children with an EHCP](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people)

## 9.10 Safeguarding all Children

Staff are aware that this difficult time potentially puts all children at greater risk. Staff will continue to be alert to any signs of abuse, or effects on pupils’ mental health that are also safeguarding concerns, and act on concerns immediately.

The constituent academy will continue to follow the principles set out in Part 5 [KCSIE 2020](https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education-2020/supporting_documents/KCSIE%202020%20%20draft%20guidance.pdf) (2019 version until September) when managing reports and supporting victims of peer-on-peer abuse. Staff should continue to act on any concerns they have immediately.