

# Eastwood Park Academy Trust

EPAT

Believe Succeed Together

## Safeguarding Policy

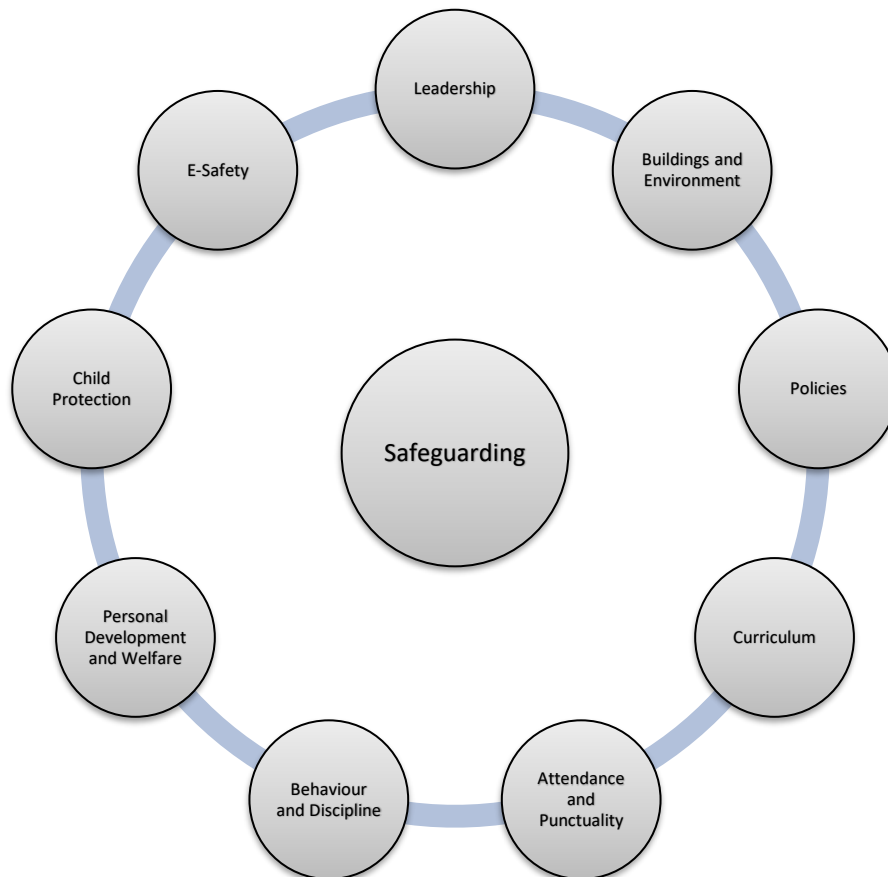
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## Contents

1.0 What is Safeguarding? .....	4
2.0 Safeguarding Policies and Training .....	5
3.0 Child Protection Policy .....	6
3.1 Definitions.....	6
3.2 Framework.....	6
4.3 Roles and Responsibilities .....	8
4.3.1 Governing Board .....	8
4.3.2 Principal.....	9
4.3.3 Designated Safeguarding Lead and Deputy Designated Safeguarding Lead .....	9
4.3.4 Teaching and Support Staff .....	9
4.4 Recognising Signs of Abuse and Neglect .....	10
4.5 Recognising Signs of other Safeguarding Issues.....	10
4.6 Reporting and Managing Concerns .....	10
4.6.1 Reporting Concerns – Female Genital Mutilation.....	11
4.6.2 Reporting Concerns – Extremism, Radicalisation and Terrorism.....	12
4.6.3 Reporting Concerns – Early Help.....	12
4.6.4 Disclosure .....	13
4.6.5 Records and Monitoring.....	14
4.6.6 Multiagency Working and attendance to Meetings .....	15
4.6.7 Supporting Pupils and Staff .....	16
4.7 Managing Allegations .....	17
4.7.1 Allegations against Pupils (Child-on-Child Abuse).....	17
4.7.2 Allegations against Staff .....	17
5.0 Children Missing Education (CME) Policy .....	20
5.1 Admissions and Attendance.....	20

5.2 Removal from Roll.....	20
5.3 Unexplained Absences .....	20
5.3.1 Children Missing Education.....	20
5.3.2 Pupils that are Looked After (CLA) .....	21
5.3.3 Pupils with a Child Protection Plan (CPP).....	21
6.0 Private Fostering .....	22
7.0 Promoting Positive Mental Health and Resilience.....	22
8.0 Policy Implementation, Monitoring and Review .....	22
Appendix A - Role of Designated Safeguarding Lead.....	23
Appendix B – Abuse .....	27
Appendix C – Child Sexual Exploitation (CSE) .....	31
Appendix D – Child Criminal Exploitation (CCE).....	33
Appendix E – Honour-Based Abuse - Female Genital Mutilation (FGM).....	35
Appendix F – Honour-Based Abuse - Forced Marriage.....	36
Appendix G – Extremism, Radicalisation and Terrorism.....	37
Appendix H – Child-on-Child Abuse .....	38
Appendix I – Harmful Sexual Behaviour.....	39
Appendix J – Sexting (Sharing Nudes and Semi-Nudes) .....	41
Appendix K – Actions Where There are Concerns about a Child.....	42
Appendix L – Contact Details .....	43
Appendix M – Professional Organisations and Guidance .....	44

## 1.0 What is Safeguarding?



Safeguarding refers to the policies, procedures and practices that schools employ to promote the welfare of children (everyone under the age of 18) and protect them from harm. The DfE document [KCSIE 2023](#) 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.*

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.

## 2.0 Safeguarding Policies and Training

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

- Recruitment and SCR.
- 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.
- Harmful Sexual Behaviour.
- Online Safety.
- Staff Code of Conduct.
- Whistleblowing.
- Security and Health and Safety.
- Critical Incident Management.

**All staff must read and understand [KCSIE 2023 - \(Part 1\)](#), Part 5, Annex B, Staff Code of Conduct Policy, Whistleblowing Policy and Online Safety Policy** and sign an annual declaration.

**Annex A** of [KCSIE 2023](#) can be provided (instead of Part 1) to those staff who do not directly work with children.

All staff receive safeguarding (including Prevent and online safety) training annually, in addition to updates via email, e-bulletins and staff meetings.

Trustees, Clerk and the SLT at each constituent academy have completed Level 5 *Safer Recruitment in Education* training, which is renewed every 2 years.

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

## 3.0 Child Protection Policy

### 3.1 Definitions

**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.

**Victim** is a widely understood and recognised term, but the Trust understands that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, the Trust will be prepared to use any term that the child involved feels most comfortable with.

**Alleged perpetrator(s)** and **perpetrator(s)** are widely used and recognised terms, however, the Trust will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. The Trust will decide what's appropriate and which terms to use on a case-by-case basis.

### 3.2 Framework

This policy is based on the statutory guidance [KCSIE 2023](#), [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). The Trust complies with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques.
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children.
- [Statutory guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR).
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it’s proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there’s evidence that they’re being disproportionately subjected to sexual violence or harassment.
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children.
- The [statutory framework for the Early Years Foundation Stage](#).

## 4.3 Roles and Responsibilities

### 4.3.1 Governing Board

The Governing Board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation.
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and the Trust's local multi-agency safeguarding arrangements.
- Ensure each constituent academy follows recruitment procedures that help to deter, reject or identify people who might abuse children – refer to the Recruitment Policy.
- Ensure the DSL and DDSs have the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support.
- Ensure online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies, **including meeting the [Digital and Technology Standards](#).**
- The leadership team and other relevant staff in each constituent academy are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns.
- Ensure each constituent academy has procedures to manage any safeguarding concern (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).

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

In terms of the Governing Board, at Eastwood, the nominated Trustee responsible for safeguarding is Mr. I. Harkes who undertakes termly safeguarding audits and works with the Mr. D. Piercy 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 Principal

The Principal is responsible for the implementation of this policy, including:

- Ensuring that staff are informed of our systems which support safeguarding, including this policy, as part of their induction and understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents when their child joins the school and via the academy website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and updating the content of the training regularly.
- Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Making decisions regarding all low-level concerns, on occasion in collaboration with the DSL.

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.

#### 4.3.3 Designated Safeguarding Lead and Deputy Designated Safeguarding Lead

Academy	Designated Safeguard Lead (DSL)	Deputy Designated Safeguard Lead (DDSL)
Eastwood	Mrs. N. Lillywhite, Associate Member of SLT	Mrs. M. Philp, Ms. H. Walden, Mrs. L. Rutter and Mr. S. Harrison
Bournemouth Park	Mr. R. Thomas, Acting Principal	Ms. Anna Suckling, Ms. L. Sewell and Mrs. H. Wornham

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

#### 4.3.4 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 31-48 and Annex B of [KCSIE 2023](#) 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, child-on-child abuse, sexual violence and sexual harassment and sharing nudes and semi-nudes. 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. Staff should be aware that pupils with SEND can face additional safeguarding challenges. Victims should be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.

Some children may not feel ready or know how to talk about abuse, not recognise their experiences as harmful, or feel embarrassed, humiliated or threatened but this should not stop staff from having a 'professional curiosity' and speaking to the DSL if they have concerns about a 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 of Female Genital Mutilation Procedural Information](#).

Refer to **Appendix E** and Annex B in [KCSIE 2023](#)

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

The [Prevent Duty](#) 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.

#### 4.6.3 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](#) 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 paragraph 20 in [KCSIE 2023](#), 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. Children with SEND are 3 times more likely to be abused than their peers.
- May need a social worker.
- Has a mental health need.
- Is a young carer.
- Identifies as LGBT. The constituent academy should endeavour to provide a safe space for LGBT children to speak out and share their concerns.
- 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 **and/or repeatedly** 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.
- 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.

##### 4.6.4.1 Confidentiality

If a victim asks the constituent academy not to tell anyone about the sexual violence or sexual harassment, there's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies. The DSL will have to balance the victim's wishes against their duty to protect the victim and other children and take the following into consideration:

- Parents or carers should normally be informed (unless this would put the victim at greater risk).
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to Children's Social Care.

- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment e.g. carefully considering which staff should know about the report, and any support for children involved.
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- The Government's [Information Sharing Advice for Safeguarding Practitioners](#) includes 7 'golden rules' for sharing information and will support staff who have to make decisions about sharing information.

#### 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. Refer to PSHE and RSHE Policy.
- 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 constituent 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. Refer to Staff Wellbeing Policy.



## 4.7 Managing Allegations

### 4.7.1 Allegations against Pupils (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](#) 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 2023](#). The Trust will also have due regard for the DfE guidance - [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.

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.

In managing allegations against staff, the Trust will comply with Part 4 of [KCSIE 2023](#). This part of the guidance has two sections covering the two levels of allegation/concern:

1. Allegations that may meet the harms threshold – paragraphs 355 – 358.
2. Allegation/concerns that do not meet the harms threshold – referred to as ‘low level concerns’ – paragraphs 423-445.

In terms of allegation level 1, if a pupil makes an allegation against a member of staff or information is received which suggests that they have a) behaved in a way that has harmed a child, or may have harmed a child and/or b) possibly committed a criminal offence against or related to a child and/or c) behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children and/or d) behaved or may have behaved in a way that indicates they may not be suitable 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](#) 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 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 2023](#) 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 (there is sufficient evidence to disprove the allegation), unsubstantiated (there is insufficient evidence to prove or disprove the allegation) or malicious (there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation) 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.

If the allegation was found to be unfounded, the DSL should consider whether it was a 'cry for help' and consider a referral to Children's Social Care. If the allegation was found to be malicious, the academy will follow its Behaviour and Discipline Policy.

In terms of allegation level 2, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal. The Principal may discuss the content of the allegation with the DSL and/or Local Authority Designated Officer (LADO) and will respond/act in accordance with the Trust's relevant policies and procedures. The Principal will be the ultimate decision-maker in respect of all low-level concerns.

#### **4.7.3 Allegations against Organisations or Individuals using Trust Premises**

In accordance with [KCSIE 2023, paragraph 377](#), if the Trust receives an allegation relating to an incident that happened when an individual or organisation was using their premises for the purposes of running activities for children, it will follow its safeguarding procedures, including informing the LADO.

## 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 [Working Together to Improve School Attendance 2022](#). 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 Persistent and Unexplained Absences

#### 5.3.1 Children Absent from Education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. The Trust has systems in place to identify and respond to persistently absent pupils to help reduce the risk of them becoming a child missing education in the future.

### **5.3.2 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](#) 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](#). 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](#). 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>

### **5.3.3 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.

### **5.3.4 Pupils with a Child Protection Plan (CPP)**

The attendance of pupils with a Child Protection Plan (CPP) 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. Refer to the Local Authority's [One Minute Guide to Private Fostering](#)

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:

### **Manage Referrals**

- Refer cases of suspected abuse to Children's Social Care as required.
- Support staff who make referrals to 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.
- Have a good understanding of harmful sexual behaviour.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service (DBS) as required.
- Refer cases where a crime may have been committed to the police as required.

### **Work with Others**

- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners
- Liaise with the Principal to inform him/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 the LADO for child protection concerns (in all cases concerning a member of staff and if in any doubt as to whether a concern meets a harm threshold).
- Liaise with staff (especially Heads of House/SLT Links, the School Nurses, SENCO IT Technicians and Mental Health Leads) on matters of safeguarding and when deciding whether to make a referral by liaising with relevant agencies 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.
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the Trust's policies.
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support.
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.
- Ensure that the academy knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort.
- Support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had 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 outcome.

### **Be Available**

- During term time, be available during school hours.
- During non-term time and outside of school hours, be available following agreed adequate and appropriate arrangements.

### **Undertake Training**

- Undertake DSL, Prevent and appropriate online safety training, which should be updated at least every two years.
- Refresh their knowledge and skills through e-bulletins, meeting other DSL, 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.
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.



- 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.
- Have a working knowledge of how local authorities conduct a CPC and be able to attend and contribute to these effectively when required to do so.
- Respond to and implement any learning from [Serious Case Reviews and Partnership Learning Reviews](#).
- Ensure each member of staff has access to and understands the Trust’s Safeguarding Policy.
- Be alert to the specific needs of children in need, those with SEND and young carers.
- Keep detailed, accurate, secure written records of concerns and referrals.
- Understand the importance of information sharing, both within the academy, and with the safeguarding partners, other agencies, organisations and practitioners, and relevant data protection legislation and regulations, especially the Data Protection Act 2018.
- Understand the unique risks associated with online safety and have the relevant knowledge and up to date capability required to help keep children safe whilst they are online.
- Understand and support the academy with regards to the requirement of the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation.
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the academy may put in place to protect them.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
- **Take the lead on understanding the filtering and monitoring systems and processes in place in the school.**

### **Raise Awareness**

- Ensure the Trust’s Safeguarding Policy is known, understood and used appropriately.
- Ensure the Trust’s Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this.
- 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 academy in this.
- Link with the three safeguarding partners to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

## **Supervision**

- Supervision is an accountable process which supports, assures and develops the knowledge, skills and values of the DSL. The DSL will meet, on a weekly basis, with the Trust's Strategic Lead for Safeguarding. The purpose is to improve the quality of their work via professional discussion and reflection.

## **Child Protection File**

- Records should include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome.
- Ensure all child protection records are stored securely, confidentially and retained for 35 years after the last entry.
- Where children leave the academy ensure their child protection file is transferred to the new school or college as soon as possible, 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 to allow the new school or college to have support in place for when the child arrives. 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 designated safeguarding leads and SENCOs or the named person with oversight for SEND 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 designated safeguarding lead 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 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.

## Appendix B – Abuse

Type	Description	Possible Signs
Neglect	<p>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.</p>	<p>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.</p>
Physical Abuse	<p>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>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.</p>

Type	Description	Possible Signs
Sexual Abuse	<p>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.</p> <p>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).</p> <p>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.</p> <p>Abuse in intimate personal relationships between children is sometimes known as 'teenage relationship abuse'.</p>	<p>Be chronically depressed.</p> <p>Be suicidal.</p> <p>Use drugs or drink to the excess.</p> <p>Self-mutilate, show self-hatred.</p> <p>Have unexplained pregnancies.</p> <p>Experience memory loss.</p> <p>Become anorexic or bulimic.</p> <p>Run away frequently.</p> <p>Be inappropriately seductive.</p> <p>Be fearful about certain people like relatives or friends.</p> <p>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.</p> <p>Not be allowed to go out on dates or have friends round.</p> <p>Have soreness/bleeding in the genital or anal areas or in the throat.</p> <p>Find excuses not to go home or to a particular place.</p> <p>Have a recurring nightmare/be afraid of the dark.</p> <p>Be unable to concentrate i.e. seem to be in a world of their own.</p> <p>Have a "friend who has a problem" and then tell you about the abuse of a friend.</p> <p>Have chronic ailments such as stomach pains and headaches.</p> <p>Sexually abuse a child, sibling or friend.</p> <p>Exhibit a sudden change in school/work habits.</p> <p>Be withdrawn, isolated, or excessively worried.</p> <p>Have outbursts of anger or irritability.</p> <p>Be fearful of undressing for P.E.</p> <p>Have unexplained sums of money.</p> <p>Act in a sexually inappropriate way towards adults.</p>

Type	Description	Possible Signs
Emotional Abuse	<p>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.</p> <p>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.</p>	<p>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.</p>

<p>Domestic Abuse</p>	<p>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.</p> <p>Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others e.g. the impact of all forms of domestic abuse on children.</p> <p>Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.</p> <p>Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.</p> <p>Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.</p>	<p>Refer to the signs in Appendix B, H and I.</p> <p><a href="https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/">https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/</a></p> <p><a href="http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/">http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/</a></p> <p><a href="http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse">http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse</a></p>
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## Appendix C – Child Sexual Exploitation (CSE)

Type	Description	Possible Signs
<p>Child Sexual Exploitation</p>	<p>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.</p> <p>Like all forms of child sex abuse, child sexual exploitation:</p> <p>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.</p> <p>Can still be abuse even if the sexual activity appears consensual.</p> <p>Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity.</p> <p>Can take place in person or via technology, or a combination of both.</p>	<p>Underage sexual activity.</p> <p>Inappropriate sexual or sexualised behaviour.</p> <p>Sexually risky behaviour, 'swapping' sex.</p> <p>Repeated sexually transmitted infections.</p> <p>In girls, repeated pregnancies, abortions, miscarriages.</p> <p>Receiving unexplained gifts or gifts from unknown sources.</p> <p>Having multiple mobile phones and worrying about losing contact via mobile.</p> <p>Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs).</p> <p>Changes in the way they dress.</p> <p>Going to hotels or other unusual locations to meet friends.</p> <p>Seen at known places of concern.</p> <p>Moving around the country, appearing in new towns or cities, not knowing where they are.</p> <p>Getting in/out of different cars driven by unknown adults.</p> <p>Having older boyfriends or girlfriends.</p> <p>Contact with known perpetrators.</p> <p>Involved in abusive relationships, intimidated and fearful of certain people or situations.</p> <p>Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers.</p> <p>Associating with other young people involved in sexual exploitation.</p> <p>Recruiting other young people to exploitative situations.</p> <p>Truancy, exclusion, disengagement with school, opting out of education altogether.</p>

	<p>Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p><a href="https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners">https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners</a></p>	
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## Appendix D – Child Criminal Exploitation (CCE)

Type	Description	Possible Signs
<p>Child Criminal Exploitation (CCE) and County Lines</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through</p>	<p>Unexplained gifts or new possessions.</p> <p>Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers.</p> <p>Associating with other young people involved in criminal exploitation.</p> <p>Changes in emotional well-being.</p> <p>Misusing drugs and alcohol.</p> <p>Truancy, missing school regularly, exclusion, disengagement with school, opting out of education altogether.</p> <p>‘Missing episodes’ (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs - <a href="#">Home Office Guidance - County Lines</a></p> <p>Exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.</p> <p>Found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity.</p> <p>It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.</p>

<p>County Lines, working in cannabis factories, shoplifting, pickpocketing or become a victim of <a href="#">modern slavery</a>. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.</p> <p>‘County Lines’ 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”.</p> <p>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.</p> <p>Children can be targeted and recruited into County Lines in a number of locations including schools, FE and HE institutions, pupil referral units, special educational needs schools, children’s homes and care homes.</p> <p>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.</p> <p>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.</p>	
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## Appendix E – Honour-Based Abuse - Female Genital Mutilation (FGM)

Type	Description	Possible Signs
Female Genital Mutilation	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>Cultural identity – an initiation into womanhood.</li> <li>Gender Identity – moving from girl to woman – enhancing femininity.</li> <li>Sexual control – reduce the woman's desire for sex.</li> <li>Hygiene/cleanliness – un mutilated women are regarded as unclean.</li> </ul> <p>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.</p> <p><a href="#">FGM Fact Sheet</a></p>	<p>Circumstances and occurrences that may point to FGM happening include:</p> <ul style="list-style-type: none"> <li>Child talking about getting ready for a special ceremony.</li> <li>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.</li> <li>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).</li> <li>Knowledge that the child's sibling has undergone FGM.</li> <li>Child talks about going abroad to be 'cut' or to prepare for marriage.</li> </ul> <p>Signs that may indicate a child has undergone FGM include:</p> <ul style="list-style-type: none"> <li>Prolonged absence from school and other activities.</li> <li>Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued.</li> <li>Bladder or menstrual problems.</li> <li>Finding it difficult to sit still and looking uncomfortable.</li> <li>Complaining about pain between the legs.</li> <li>Mentioning something somebody did to them that they are not allowed to talk about.</li> <li>Secretive behaviour, including isolation from others.</li> <li>Reluctance to take part in physical activity.</li> <li>Repeated urinal tract infection.</li> </ul>

## Appendix F – Honour-Based Abuse - Forced Marriage

Type	Description	Possible Signs
Forced Marriage	<p>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.</p> <p>Forced marriage is a marriage conducted without the full and valid consent of both parties, where some element of duress is a factor. <b>This applies to non-binding, unofficial 'marriages' as well as legal marriages.</b></p> <p>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.</p> <p>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.)</p> <p>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.</p>	<p>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.</p> <p>The Forced Marriage Unit has published <a href="#">Multi-agency Guidelines</a>, with pages 32-36 focusing on the role of schools and colleges.</p> <p>Staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email <a href="mailto:fmufco.gov.uk">fmufco.gov.uk</a>.</p>

## Appendix G – Extremism, Radicalisation and Terrorism

Type	Description	Possible Signs
<p>Extremism, Radicalisation and Terrorism</p>	<p>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.</p> <p>Extremists often target individuals <b>susceptible' to extremist ideology and radicalisation</b>– 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.</p> <p>Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.</p> <p>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</p>	<p>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.</p> <p>Graffiti symbols, writing or artwork promoting extremist messages or images.</p> <p>Pupils accessing extremist material online, including through social networking sites.</p> <p>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.</p> <p>Pupils voicing opinions drawn from extremist ideologies and narratives.</p> <p>Use of extremist or ‘hate’ terms to exclude others or incite violence.</p> <p>Intolerance of difference, whether secular or religious or, in line with our equalities.</p> <p>Views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.</p> <p>Attempts to impose extremist views or practices on others.</p> <p>Anti-Western or Anti-British views.</p> <p><a href="#">Revised Prevent Duty Guidance</a></p> <p><a href="#">Educate against Hate</a></p> <p><a href="#">Channel Guidance</a></p> <p><a href="#">Channel General Awareness</a></p>

## Appendix H – Child-on-Child Abuse

Type	Description	Possible Signs
Child-on-Child Abuse	<p>Child-on-child abuse is where children abuse other children. There are different forms e.g.</p> <ol style="list-style-type: none"> <li>1. Bullying (including cyberbullying, prejudice-based and discriminatory bullying).</li> <li>2. Harmful sexual behaviour (Appendix I).</li> <li>3. Sharing nudes and semi-nudes (Appendix J).</li> <li>4. 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.</li> <li>5. Physical abuse - hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.</li> <li>6. Initiation/hazing type violence and rituals e.g. gang initiation.</li> </ol> <p>Child-on-child 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.</p> <p>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.</p>	<p>Refer to the signs in Appendix B, I and J.</p> <p>All staff should understand, that even if there are no reports in their school, it does not mean it is not happening, it may be the case that it is just not being reported.</p>

## Appendix I – Harmful Sexual Behaviour

Type	Description	Possible Signs
<p>Harmful Sexual Behaviour (HSB)</p>	<p>Harmful sexual behaviour can manifest as: inappropriate or unwanted sexualised touching; sexual violence, sexual harassment; upskirting; and sexting.</p> <p>Sexual violence includes rape, assault by penetration and sexual assault (which may include an online element which facilitates, threatens and/or encourages sexual violence).</p> <p>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.</p> <p>Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.</p> <p>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.</p>	<p>Refer to the signs in Appendix B, I and J.</p> <p>Refer to <a href="#">Sexual Violence and Sexual Harassment between Children in Schools and Colleges</a>.</p> <p>The delivery of the Trust’s <a href="#">PSHE and RSHE Policy</a> helps our pupils understand, in an age-appropriate way, what harmful sexual behaviour is, including by peers.</p> <p>We help our pupils to develop the skills to understand:</p> <ul style="list-style-type: none"> <li>• What constitutes harmful sexual behaviour.</li> <li>• That such behaviour is not acceptable.</li> <li>• The possible reasons for such behaviour, and vulnerability of perpetrators.</li> <li>• That they must tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable – and must tell a trusted adult if they witness such behaviour towards others.</li> </ul> <p>The Trust recognises that parents may need help to clearly understand harmful sexual behaviour and therefore works with parents alongside outside organisations such as <a href="#">NSPCC</a> and <a href="#">Lucy Faithfull Foundation</a></p> <p>Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing.</p>

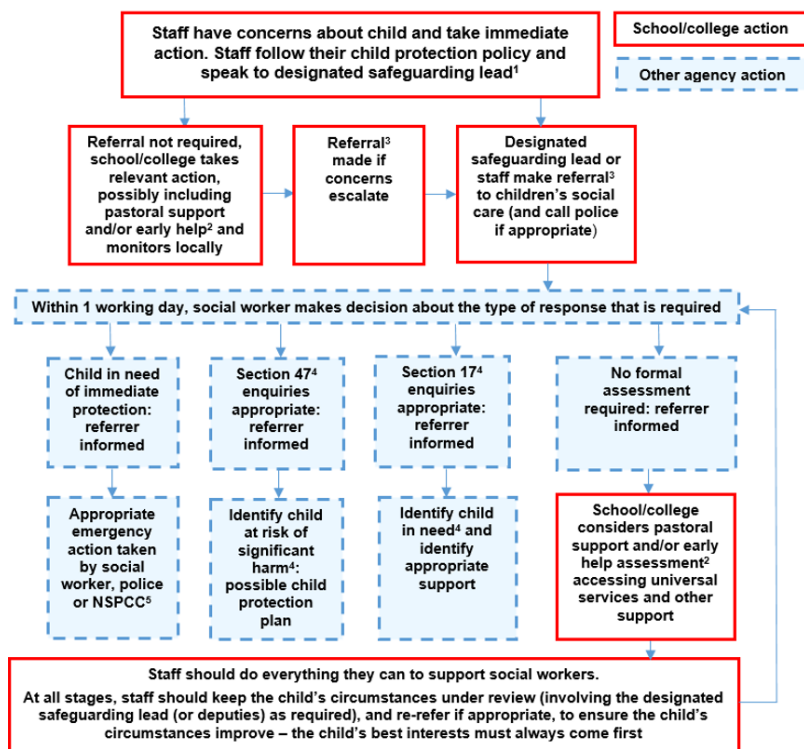
	<p>Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.</p> <p>Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All staff working with children are advised to maintain an attitude of 'it could happen here'. Further, in the absence of no reported incidents, this does not mean this type of abuse is not happening.</p> <p>Risk assessments are completed following a report of harmful sexual behaviour and are reviewed at appropriate intervals. Support is provided internally and also from mental health and wellbeing services and the <a href="#">Internet Watch Foundation</a> (in the case of sexting).</p>	<p>Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.</p> <p>Children displaying harmful sexual behaviour have often experienced their own abuse and trauma and should be offered appropriate support.</p> <p>The Trust will always refer to Part five of <a href="#">KCSIE 2022</a> alongside the DfE advice.</p>
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## Appendix J – Sexting (Sharing Nudes and Semi-Nudes)

Type	Description	Possible Signs
<p>Sexting (Sharing Nudes and Semi-Nudes)</p>	<p>Sexting is sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet. This may initially occur with consent although images may later get shared without consent. It may also involve an individual being pressurised, forced, or coerced into sharing images.</p> <p>Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>Guidance from the UK Council for Child Internet Safety - <a href="#">Sexting in Schools and Colleges - Responding to Incidents and Safeguarding Young People</a></p>

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



<sup>1</sup> In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

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

<sup>3</sup> Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

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

<sup>5</sup> This could include applying for an Emergency Protection Order (EPO).

## Appendix L – Contact Details

Area	Telephone	E-mail
Eastwood	01702 524341	All DSLs and DDSLs <a href="mailto:childprotection@eastwood.southend.sch.uk">childprotection@eastwood.southend.sch.uk</a> Nicola Lillywhite <a href="mailto:NLillywhite@eastwood.southend.sch.uk">NLillywhite@eastwood.southend.sch.uk</a> Sophie Daltrey <a href="mailto:SDaltrey@eastwood.southend.sch.uk">SDaltrey@eastwood.southend.sch.uk</a> Michelle Philp <a href="mailto:MPhilp@eastwood.southend.sch.uk">MPhilp@eastwood.southend.sch.uk</a> Hannah Walden <a href="mailto:HWalden@eastwood.southend.sch.uk">HWalden@eastwood.southend.sch.uk</a> Yanik Moyet <a href="mailto:YMoyet@eastwood.southend.sch.uk">YMoyet@eastwood.southend.sch.uk</a> Sam Harrison <a href="mailto:SHarrison@eastwood.southend.sch.uk">SHarrison@eastwood.southend.sch.uk</a>
Bournemouth Park	01702 468046	Rhodri Thomas <a href="mailto:rthomas@bournemouthpark.southend.sch.uk">rthomas@bournemouthpark.southend.sch.uk</a> Hayley Wornham <a href="mailto:hayleywornham@bournemouthpark.southend.sch.uk">hayleywornham@bournemouthpark.southend.sch.uk</a> Anna Suckling <a href="mailto:AnnaSuckling@bournemouthpark.southend.sch.uk">AnnaSuckling@bournemouthpark.southend.sch.uk</a> Laura Sewell <a href="mailto:lsewell@bournemouthpark.southend.sch.uk">lsewell@bournemouthpark.southend.sch.uk</a> Natasha Marveslay <a href="mailto:nmarveslay@bournemouthpark.southend.sch.uk">nmarveslay@bournemouthpark.southend.sch.uk</a>
MASH	01702 215007 0345 606 1212	<a href="mailto:MASH@southend.gov.uk">MASH@southend.gov.uk</a> (for all referrals) <a href="mailto:mashadmin@southend.gov.uk">mashadmin@southend.gov.uk</a> (for request for information) Urgent referrals and out of office hours
Early Help	01702 215007 (chose option 1)	<a href="mailto:earlyhelpcontactpoint@southend.sgov.uk">earlyhelpcontactpoint@southend.sgov.uk</a>
LADO	01702 534591	Allison Francis (LADO) and Sharon Langston (Safeguarding Advisor) <a href="mailto:LADO@southend.gov.uk">LADO@southend.gov.uk</a>
Prevent	020 7340 7264 0800 789 321 (anti-terrorist hotline)	<a href="mailto:counter.extremism@education.gsi.gov.uk">counter.extremism@education.gsi.gov.uk</a> <a href="mailto:prevent@essex.pnn.police.uk">prevent@essex.pnn.police.uk</a>
NSPCC	<a href="https://www.nspcc.org.uk/whistleblowing">NSPCC whistleblowing helpline</a> 0800 028 0285	<a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
Whistleblowing	<a href="https://www.nspcc.org.uk/whistleblowing">NSPCC whistleblowing helpline</a>	Refer to the Trust's Whistleblowing Policy. General guidance can be found at: <a href="#">Advice on Whistleblowing</a> .

## 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](#) (DfE advice for practitioners)

[Bullying including cyberbullying](#) (DfE advice for headteachers, staff and governing bodies)

[Criminal exploitation of children and vulnerable adults county lines](#) (Home office guidance) and Annex A

[Children missing education](#) (DfE advice for schools) and Annex A

[Child missing from home or care](#) (DfE statutory guidance)

[Child sexual exploitation advice for practitioners](#) (DfE advice for practitioners) and Annex A

[Domestic abuse](#) (Home Office advice) and Annex A

[Drugs](#) (DfE and ACPO advice for schools)

[Fabricated or induced illness](#) (DfE, Department for Health and Home Office statutory guidance)

[Faith based abuse](#) (national action plan)

[Female genital mutilation](#) (multi agency statutory guidance) and Annex A [female genital mutilation](#) (Home Office advice)

[Forced marriage](#) (Foreign and Commonwealth Office and Home Office advice) and Annex A

[Gangs and youth violence](#) (Home Office advice)

[Gender based violence/violence against women and girls](#) (Home Office strategy)

[Gender-based violence/violence against women and girls](#) (Home Office information)

[Hate](#) (educate against hate website)

[Mental health](#) (DfE advice for schools)

[Missing children and adults](#) (Home Office strategy)

[The National Organisation for the Treatment of Abusers \(NOTA\)](#)

[Private fostering](#) (28 days or more- Children Act 1989- statutory guidance for local authorities)

[Preventing radicalisation](#) (Home Office Statutory Prevent guidance) and Annex A [protecting children from radicalisation](#) (DfE Prevent advice for schools)

[Relationship abuse](#) (disrespect nobody website)

[Sexual violence and sexual harassment between children in schools and colleges](#) (DfE advice for schools and colleges)

[Sexting](#) (UK Council for Child Internet Safety advice for schools and colleges)

[Trafficking and modern slavery](#) (DfE and Home Office guidance)