



2021

# Safeguarding and Child Protection Policy

## KEY CONTACTS WITHIN THE SCHOOL

### DESIGNATED CHILD PROTECTION LEAD:

 01702 900777

Allison Bale [Deputy Headteacher]

### DEPUTY DESIGNATED CHILD PROTECTION LEADS:

Ian Benson [SEND Co-ordinator]

Liam Maher [AHT]

Kay Tuite [Deputy SEND Co-ordinator]

### DESIGNATED SAFEGUARDING GOVERNOR

**NAME:** Ms L Bailey





January 2021: Amendments/additions are highlighted for ease of reference

## Review Framework

The policy should be reviewed **annually** (or sooner in the event of revised legislation or guidance)

	Date
This policy was revised and released:	April 2020
It was ratified by the Local Governing Board	19 October 2020
Revised to include Operation Encompass Statement	22 October 2020
Ratified by the Local Governing Board [Chair’s Action]	27 October 2020
<b>Reviewed and revised in:</b>	<b>January 2021</b>
Ratified by the Local Governing Board [Chair’s Action]	<b>19 January 2021</b>

This policy is based on model policies provided by Essex County Council and Southend Borough Council

The Policy follows revised DfE Guidelines, September 2020  
Updated Model Child Protection Policy issued by SBC September 2020  
**Revised January 2021 to include Updated Covid-19 Addendum**

### KEY CONTACTS WITHIN SOUTHEND BOROUGH COUNCIL LOCAL AUTHORITY

<b>MASH+</b> <b>Children’s Social Care, Southend Borough Council:</b> Where schools have concerns for the safety and welfare of a child or young person.  <b>OUT OF OFFICE HOURS:</b> To make URGENT referrals	☎ 01702 215007  <a href="mailto:mash@southend.gov.uk">mash@southend.gov.uk</a> (unsecure)  ☎ 0345 606 1212
<b>SAFEGUARDING &amp; CHILD PROTECTION CO-ORDINATOR and LOCAL AUTHORITY DESIGNATED OFFICER (LADO):</b> Where there are concerns/allegations in respect of people working with children  <b>SAFEGUARDING ADVISOR:</b>	ALLISON FRANCIS ☎ 01702 534539 <a href="mailto:allisonfrancis@southend.gov.uk">allisonfrancis@southend.gov.uk</a>  SHARON LANGSTON ☎ 01702 534591 <a href="mailto:safeguardingforchildren@southend.gov.uk">safeguardingforchildren@southend.gov.uk</a> (unsecure)

### KEY CONTACTS WITHIN ESSEX COUNTY COUNCIL

<b>Children and Families Hub</b> [ask for the <b>Consultation Line</b> ]  <b>If a child is considered to be at IMMEDIATE risk of significant harm professionals should telephone the Children and Families Hub and ask for the Priority Line</b>	☎ 0345 6037627 <a href="mailto:FOH@essex.gcsx.gov.uk">FOH@essex.gcsx.gov.uk</a> [Secure] for non-urgent requests and Support forms  ☎ 0345 6037627
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**Under Covid-19 secure guidelines, visiting speakers will not be allowed in person on the school site, although virtual 'visits' may be undertaken**



## SAFEGUARDING & CHILD PROTECTION POLICY FOR SOUTHCHURCH HIGH SCHOOL

### 1. CONTEXT

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

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

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

‘School and college staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating’.

[\(Keeping Children Safe in Education – DfE, September 2020\)](#)

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

- [Keeping Children Safe in Education \(DfE, 2020\)](#)- Part one of which is provided to all staff, including Annex A to staff who work directly with children.
- [Staff Code of Conduct](#)
- [What to do if you’re worried a child is being abused’ \(HMG, 2015\)](#)
- [The School’s Behaviour Policy](#)

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

Safer Recruitment Policy, Anti-Bullying Policy, Behaviour Policy, Health and Safety Policy, Educational Visit Policy, E-safety Policy,

**1.3** Safeguarding and promoting the welfare of children, which includes everyone under the age of 18, is defined in [Keeping Children Safe in Education \(DfE, 2020\)](#) as:

- protecting children from maltreatment
- preventing impairment of children’s health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

### 2. INTRODUCTION

**2.1** Southchurch High School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. “The welfare of the child is paramount” ([Children Act 1989](#)).

**2.2** Section 175 (157 for Independent schools) of the [Education Act 2002](#) places a statutory responsibility on the governing board to have policies and procedures in place that safeguard and promote the welfare of children who are students of the school.

**2.3** This policy applies to all students, staff, parents, governors, volunteers, students and visitors to our school.

**2.4** There are three main elements to our Safeguarding & Child Protection Policy:

- **Prevention**
  - By ensuring that we practice safe recruitment in checking the suitability of all staff and volunteers who work with children
  - Through establishing and maintaining a safe and positive environment and the teaching and pastoral support offered to students



- By raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- **Protection** by following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- **Support** to students who have/may have been abused or neglected (in line with his/her Child Protection Plan, if appropriate).

**2.5** This school recognises it is an agent of referral and not of investigation.

### **3. SCHOOL COMMITMENT**

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

- Create a culture of vigilance where the welfare of our students is promoted and where timely and appropriate safeguarding action is taken.
- Establish and maintain an environment where students feel safe and secure, are encouraged to talk and are listened to.
- Ensure that students know that there are adults within the school who they can approach if they are worried or are in difficulty.
- Ensure students receive the right help at the right time to address risks and prevent issues escalating. This includes identifying emerging problems and those children who may benefit from early help.
- Include in the curriculum activities and opportunities which equip students with the skills they need to stay safe from abuse and to develop healthy and safe relationships.
- Include in the curriculum material which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values and to promote respect for all others.
- Facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government.
- Provide a curriculum which actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations.
- Make parents/carers aware of the school policies and practice for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents and colleagues from partner agencies.
- Promote positive mental health and resilience. Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop the emotional wellbeing and resilience of all students and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

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

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

### **4. STATUTORY FRAMEWORK**

**4.1** Section 175 of the [Education Act 2002](#) (*Section 157 for Independent schools*) places a statutory responsibility on the governing board to have policies and procedures in place that safeguard and promote the welfare of children who are students of the school.



**4.2** The development of appropriate procedures and the monitoring of good practice in Southend are the responsibilities of the Southend Safeguarding (Child) Partnership (SS(C)P), previously LSCB.

In Southend, all professionals must work in accordance with the [SET procedures \(2019\)](#) (Southend Essex and Thurrock Safeguarding and Child Protection Procedures, 2018).

**4.3** Our school works in accordance with the following legislation and statutory guidance:

(This is not an exhaustive list)

[Children Act 1989](#)

[Children Act 2004](#)

[Children and Social Work Act 2017](#)

[Education Act 2002](#)

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

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

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

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

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

[Keeping Children Safe in Education \(DfE, 2020\)](#)

[Working Together \(HMG, 2019\)](#)

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

## **5. ROLES AND RESPONSIBILITIES**

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

**5.2** The Governing Board ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually. In order to utilise the experiences and expertise of staff when shaping safeguarding policies, the Governing Board provides opportunities for staff to contribute to safeguarding arrangements and the child protection policy.

**5.3** The school publishes its Safeguarding and Child Protection Policy on the school website alongside [Keeping Children Safe in Education \(DfE, 2020\)](#)

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

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

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



**5.7 The Governing Board** ensures that children are taught how to keep themselves safe, including online, through teaching and learning opportunities as part of a broad and balanced curriculum. From September 2020, our school will work in accordance with new government regulations which will make the subjects of Relationships Education (for all primary students) and Relationships and Sex Education (for all secondary students) and Health Education (for all students in state-funded schools) mandatory. We ensure that that appropriate filters and monitoring systems for online usage in school are in place. The school actively promotes online safety on its website and signpost stakeholders to information that will help keep children safe online.

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

**5.9 The Designated Safeguarding Lead** in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to are made to Children's Services (MASH+ (Multi-agency Safeguarding Hub) or for Early Help Family Support Assessment, as appropriate) in accordance with current SET procedures. They work with the Local Authority and other agencies as required.

**5.10** If, for any reason, the Designated Safeguarding Lead is unavailable, the Deputy Designated Safeguarding Lead(s) will act in their absence.

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

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

**5.13 The Headteacher/Designated Safeguarding Lead and Designated Governor** will undertake an annual Safeguarding Audit in line with their responsibilities under S.175 (*S.157 for Independent schools*) of the [Education Act 2002](#)

**5.14 All Staff** in our school have a responsibility to provide a safe learning environment in which our children can learn. All staff members are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the Designated Safeguarding Lead to report any concerns. All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care and/or the Police, if there is a need to do so. If staff have any concerns about a child's welfare, they should act on them immediately and speak with the designated safeguarding lead (or deputy). They should not assume that others have taken action.

## 6. PROCEDURES

**6.1** Our school works with key local partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help assessment when additional needs of children are identified and contributing to inter-agency plans which provide support through statutory services (a 'child in need' or a 'child protection' plan).

**6.2** All action is taken in accordance with the following guidance and advice:



- The [SET procedures \(2019\)](#) (Southend, Essex and Thurrock) Safeguarding and Child Protection Procedures (Southend-on-Sea LSCB, 2018), which is published on line <http://www.safeguardingsouthend.co.uk/>
- [The Early Help Family Support Practitioner Toolkit \(Threshold Document\)](#), which can be downloaded from <http://www.southendchildren.org>
- [Keeping Children Safe in Education \(DfE, 2020\)](#) and [Disqualification under the Childcare Act, 2006 \(DfE, Aug 18\)](#)
- [Working Together to Safeguard Children \(HMG, 2018\)](#)
- [The Prevent duty Departmental advice for schools and childcare providers \(DfE, August 2015\)](#)
- [Revised Prevent Duty Guidance: for England and Wales' \(HMG, April 2019\)](#), paras 57-76
- [Multi-agency statutory guidance on female genital mutilation \(HMG, October 2018\)](#)
- [What to do if you're worried a child is being abused' \(HMG, 2015\)](#)
- [Information sharing](#) Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG, July 2019)
- [Guidance for Safer Working Practice for Adults who work with Children and Young People in Education \(Safer Recruitment Consortium, May 2019\)](#)
- [Behaviour and discipline in schools \(DfE January 2016\)](#) Advice for Headteachers and school staff
- [Searching, screening and confiscation Advice for Headteachers, staff and governing bodies \(DfE, January 2018\)](#)
- [Use of reasonable force Advice for Headteachers, staff and governing bodies \(DfE July 2013\)](#)
- [Preventing and Tackling Bullying \(DfE, July 2017\)](#)
- [Sexual violence and sexual harassment between children in schools and colleges \(DfE, May 2018\)](#)
- [Preventing youth violence and gang involvement \(Home Office, 2015\)](#)
- [Criminal Exploitation of children and vulnerable adults: County Lines guidance \(Home Office, 2018\)](#)
- [Children Missing Education - statutory guidance for local authorities \(DfE, 2016\)](#)
- [Teaching online safety in school \(DfE, 2019\)](#)

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

**6.4** Staff are also given a copy of [Keeping Children Safe in Education \(DfE, 2020\)](#) 'Statutory guidance for schools and colleges' which includes Annex A: Further information about specific forms of abuse and safeguarding issues (for staff who work directly with children) and access to 'What To Do If You're Worried a Child is Being Abused' (HMG, March 2015), which gives helpful advice about how to respond to child protection concerns or disclosures.

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



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

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

**6.7** The contact details for the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead/s are prominently displayed in the school to ensure that all members of the school community have unfettered access to safeguarding support.

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

**6.8** The Designated Safeguarding Lead, or the Deputy, will immediately refer cases of suspected abuse or allegations to Children's Social Care (MASH + (Multi-agency Safeguarding Hub)), Southend Borough Council (contact numbers are on the cover sheet of this document) and in accordance with the procedures outlined in the SET procedures [2019]

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

**6.10** The Early Help Family Support Assessment (EHFSA) should be used to support a child protection referral. The EHFSA form and guidance is available on [www.southendchildrenspartnership.org.uk](http://www.southendchildrenspartnership.org.uk) and on the Southend Safeguarding (Child) Partnership (SS(C)P) website and Southend Learning Network. A completed EHFSA form contains all the information required for a child protection referral and should be sent to MASH+. In cases where there have been mounting concerns about a child, it is likely that an EHFSA will already have been completed prior to a child protection referral. A telephone referral to MASH+ – in cases where there are immediate safeguarding concerns - should be confirmed in writing within 48 hours, using the EHFSA form to provide the information required. Essential information will include the student's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure, plus any advice given. This written confirmation must be signed and dated by the referrer.

**6.11** If the child is in immediate danger or is at risk of harm, a referral should be made to Children's Social Care and/or the Police immediately.

**6.12** Whilst all staff should speak to the Designated Safeguarding Lead (or Deputy) with regard to any concerns about Female Genital Mutilation (FGM), there is a specific legal duty on teachers. If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher has a statutory duty to report this personally to the Police. See 12.12, below, and Annex B: [Keeping Children Safe in Education \(DfE, 2020\)](#) for more details.

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

**6.14** If a member of staff continues to have concerns about a child and feels the situation is not being addressed, or does not appear to be improving, the staff member concerned should discuss this with the Designated Safeguarding Lead, who will press for re-consideration of the case to ensure that the child's situation improves.



**6.15** Parents and Carers are informed about our school's duties and responsibilities under child protection procedures on admission, in the school brochure and on the school website.

## **7. TRAINING AND SUPPORT**

**7.1** The Designated Safeguarding Lead (and any Deputies) will undergo updated Child Protection training specifically for Designated Safeguarding Leads at least every two years, in accordance with [Keeping Children Safe in Education \(DfE, 2020\)](#) In addition to formal training, the Designated Safeguarding Lead(s) will keep up to date with safeguarding developments and refresh their knowledge and skills regularly, but at least annually.

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

**7.3** The school will ensure that the Designated Safeguarding Lead (and any Deputies) also undertakes training in inter-agency working and other matters, as appropriate.

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

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

## **8. PROFESSIONAL CONFIDENTIALITY**

**8.1** Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a student, nor should they agree with a student to keep a secret as, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities.

**8.2** 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 held treated confidentially.

## **9. RECORDS AND MONITORING**

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

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

**9.3** Any member of staff receiving a disclosure of abuse, or noticing signs or indicators of abuse, must make an accurate record 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, for example, as witnesses, and there should be a clear distinction between fact and professional opinion. All records will be dated and signed, detailing the name and position of the person making the record, and include the action taken. This information will be presented to the Designated Safeguarding Lead (or Deputy) who will then decide on appropriate action.

**9.4** All discussions and decisions made, and the reason for those decisions, should also be recorded in writing.

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

**9.6** In line with statutory guidance, if a student transfers from our school to another setting, their child protection records will be forwarded to the new educational setting without delay, separate from their main student file. Care will be taken to ensure confidentiality is maintained and the transfer process is as safe as possible. We keep a copy of the child protection file until we have confirmation from the receiving school that they have received it. Once we have this confirmation, our copy is shredded, other than copies of the specific records that are pertinent to our school (i.e., not CP Conference reports that are held elsewhere), unless there is a specific reason for us to keep it, which will be recorded (for example, we still have siblings in the school and the records relate to them too, or there is an ongoing complaint or request for access to records). We will also keep a record of having received confirmation from the receiving school and of the date when we shredded our copy.

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

**9.7** For records of allegations involving a member of staff, please see paragraph 13.7 below.

## **10. INTERAGENCY WORKING AND ATTENDANCE AT CHILD PROTECTION CONFERENCES, CORE GROUP MEETINGS OR CHILD IN NEED MEETINGS**

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

**10.2** If a child is made subject to a Child Protection Plan, or a Child in Need Plan, it is the responsibility of the Designated Safeguarding Lead to ensure the child is monitored regarding their school attendance, progress, welfare and presentation. If the school is part of the Core Group, the

**10.3** The Designated Safeguarding Lead will ensure that the school is represented and provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and/or the child's welfare will be discussed and recorded at the Core Group Meeting, unless to do so would place the child at further risk of significant harm. In this case the Designated Safeguarding Lead will inform the child's Key Worker **immediately** and then record that they have done so and the actions agreed.

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

## **11. SUPPORTING STUDENTS AT RISK**

**11.1** Our school is committed to ensuring that our students receive the right help at the right time.



Staff are in a position to identify concerns early, provide help for children and prevent concerns from escalating.

**11.2** Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered, harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may be withdrawn, or display abusive behaviours towards other children.

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

**11.3** Our school will endeavour to support all students through:

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

**11.4** Promoting positive mental health and resilience in school

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

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

## **12. TYPES OF ABUSE & SPECIFIC SAFEGUARDING ISSUES**

**12.1** [Keeping Children Safe in Education \(DfE, 2020\)](#) defines abuse as the maltreatment of a child.

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

**12.2** The four main types of abuse referred to in 'Keeping children safe in education' are:

- Physical
- Sexual
- Emotional
- Neglect

**12.3** Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. All staff are aware that wider environmental factors may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). Staff are aware of



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

**12.4** Our school recognises that there are a number of specific safeguarding issues about which staff need to be aware, including: children missing from education\*, children missing from home or care, child sexual exploitation (CSE)\*, domestic violence, drugs, E safety, fabricated/induced illness, faith abuse, female genital mutilation (FGM)\*, forced marriage, gangs and youth violence, violence against women and girls (VAWG), mental health, children with special educational needs and disabilities\*, private fostering\*, prevention of radicalisation\*, teenage relationship abuse, trafficking, peer on peer abuse\*, which may include bullying (including cyberbullying), on-line abuse, gender-based abuse, sexting or sexually harmful behaviour. Further information regarding some of these issues (as indicated \*) can be found below and these issues are also addressed in Annex A of [Keeping Children Safe in Education \(DfE, 2020\)](#)

**12.5** Whilst the school will ensure that staff avail themselves of opportunities to raise their awareness and gain knowledge regarding these areas, we recognise that expert and professional organisations are best placed to provide up-to-date guidance and practical support in relation to these issues. Government guidance is available on the GOV.UK website and links are provided from [Keeping Children Safe in Education \(DfE, 2020\)](#) Other organisations also provide specialist information such as:

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>

### **12.6 Peer-on-peer abuse**

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

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

The school will use the guidance set out in:

[Preventing and tackling bullying - Advice for Headteachers, staff and governing bodies \(DfE, July 2017\)](#)

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

[Sexting in school and colleges Responding to incidents and safeguarding young people \(UKCCIS, 2017\)](#)

[Sexual violence and sexual harassment between children in schools and colleges \(DfE, May 2018\)](#)

### **12.7 Children with special educational needs and disabilities**

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

This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEND can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

### **12.8 Children missing from education**

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing



education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police).

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

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

Our school notifies the Elective Home Education Team via secure email to [ehe@southend.gov.uk](mailto:ehe@southend.gov.uk) at the earliest opportunity and, when relevant, immediately provides a copy of the parent's written notification to home educate and the date they came off roll.

### **12.9 Child sexual exploitation (CSE)**

The statutory definition of CSE taken from Working Together is; '*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*'. ([Working Together to Safeguard Children \(HMG, 2019\)](#))

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The Designated Safeguarding Lead is the named CSE Lead in school on these issues and will work with other agencies as appropriate

Our school is committed to raising awareness of CSE and will use the guidance set out in [Child sexual exploitation Definition and a guide for practitioners \(DfE, February 2017\)](#)

We have an identified CSE Champion, Miss K Tuite, who has received training in this area and attends the LSCB Champions' Forum. Our school uses the LSCB Risk Assessment Toolkit <http://cse-toolbox.uk/> and reports any information to Essex Police on a report form, as well as referring to MASH+ or for Early Help Family Support Assessment, as appropriate.

### **12.10 Child criminal exploitation & serious violence**

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

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

### **12.11 Contextual safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside our school and/or can occur between children outside school. All staff are aware of contextual safeguarding and the fact that they should consider whether wider environmental factors present in a child's life are a threat to their safety and/or welfare. To this end, we will consider relevant information when assessing any risk to a child and share it with other agencies to support better understanding of a child and their family.



### 12.12 Domestic abuse

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

### 12.13 So-called 'honour-based violence' [including Female Genital Mutilation and Forced Marriage]

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

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

Our staff are alert to the possibility of a girl being at risk of Female Genital Mutilation (FGM), or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the [SET procedures \(2019\)](#) and in the above guidance that can be found on the GOV.UK website.

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

### 12.14 Prevention of radicalisation

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

It requires schools to:

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

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism.

Our school works in accordance with local procedures for Prevent and with other agencies, sharing information and concerns, as appropriate.

[The Prevent duty](#) (DfE, August 2015) and the [Revised Prevent Duty Guidance: for England and Wales' \(HMG, April 2019\)](#) pages 57-76.

### 12.15 Private Fostering

As a school we must make sure that privately fostered children are properly and safely cared for. Local Authorities are under a legal duty to ensure the welfare of a privately fostered child is being promoted and safeguarded and are therefore required to undertake assessments of proposed or actual private fostering



arrangements. As such, we will always inform the Local Authority when we are notified about such an arrangement or become aware of one.

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

### **12.16 Looked After Children (LAC)**

Our school has a Designated Teacher for students who are LAC [Miss K Tuite]. The Designated Teacher attends LAC Reviews, PEP meetings and liaises with the child’s Social Worker and Independent Reviewing Officer (IRO) and with the Local Authority Virtual School Headteacher, who is responsible for the progress of children looked after. A previously looked after child remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe.

## **13. ALLEGATIONS OR CONCERNS ABOUT PEOPLE WORKING WITH CHILDREN**

**13.1** All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Code of Conduct/Staff Behaviour Policy.

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

**13.3** The school works in accordance with statutory guidance and the [SET procedures \(2019\)](#) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information regarding this.

**13.4** The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the Designated Child Protection Lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school must operate within statutory guidance around Data Protection.

Where the concern involves the Headteacher, it should be reported direct to the Chair of Governors.

**13.5** The SET procedures require that, where an allegation against a member of staff has been received, the Headteacher, senior named person, or the Chair of Governors must inform the Local Authority Designated Officer (LADO) (see cover sheet of this document for contact details) within one working day. Where the allegation is against the Headteacher, the Chair of Governors will consult with the LADO. For people working with children in Southend, the LADO is Allison Francis, who can be contacted on 01702 534539 (Child Protection Adviser, Sharon Langston 01702 534591) [safeguardingforchildren@southend.gov.uk](mailto:safeguardingforchildren@southend.gov.uk).

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

**13.7** In accordance with [Keeping Children Safe in Education \(DfE, 2020\)](#) details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, the record should be retained at least until the accused has reached normal pension age, or for a period of 10 years from the date of the allegation if that is longer. However, cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references.



Schools and colleges have an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

#### 14. USE OF REASONABLE FORCE

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

#### 15. WHISTLEBLOWING

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

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

**15.3** We want all members of staff and the wider community to feel able to raise concerns about poor or unsafe practice and feel confident that any concern will be taken seriously by the school leadership team. However, for any member of staff who feels unable to raise these concerns internally, or where they feel their concerns have not been addressed, they may contact the NSPCC whistleblowing advice line on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

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

#### 16. USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

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

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

##### Policy or Procedure

Anti-Bullying (including cyber bullying)	First Aid
Attendance	Health and Safety
Behaviour	Looked After Children
Code of conduct [including whistleblowing]	PHSE curriculum
Children missing from Education	Recruitment and Selection
Drugs and Substance Misuse	Sex & Relationships Education
Equal opportunities	Staff Handbook (Guidance on Conduct including the use of mobile phones and social media)
Educational visits	Supporting students with medical needs

##### Acknowledgement:

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

**Model Policy Revised: September 2020**



## Appendix 1

# Essex Police PREVENT Safeguarding Objectives

Within the overall framework the Prevent strategy will specifically:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation which we need to address

Schools can help to protect children from extremist and violent views in the same ways that they help to **safeguard children** from drugs, gang violence or alcohol.

The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda.

**PREVENT** referrals should be reported in line with other safeguarding procedures.

Essex Police can be contacted to discuss any concerns on [PREVENT@essex.pnn.police.uk](mailto:PREVENT@essex.pnn.police.uk).



## Appendix 2: Visiting Speakers Procedure

### Introduction and purpose

The **Government's Prevent Duty** sets out that it is an expectation to have a policy regarding the vetting and monitoring of guests who are visitors to the school and who will speak to groups of students in classrooms or assemblies.

*"Specified authorities will need to demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervening as appropriate. Institutions will need to consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care, for example. These policies should set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised."*

(Prevent Duty Guidance in England and Wales; Section E para 68 HM Government July 2015)

#### [Revised Prevent duty guidance: for England and Wales - GOV.UK](#)

As part of our policy to keep children safe we adopt the following procedures:

- All information about visiting speakers and the booking process must be recorded on the **Visiting Speaker Form (A)** and submitted to the DSL, **at least two weeks** prior to the presentation, for SLT approval
- A list of appropriate checks on the suitability of the speaker(s) must be undertaken and recorded on the Visiting Speaker Form. Checks may include internet searches and/or contacting other schools where the person has spoken previously
- Wherever possible speakers should be invited from established companies, charities or other groups whose aims are well documented
- The speaker must read and sign **Visiting Speaker Declaration (B)** to ensure they understand that they must abide by the school's equality commitments; that there must be no statements which may cause offence or otherwise undermine the tolerance of other faiths or beliefs; and there must be no extremist materials used or shared
- The speaker must discuss the content of the presentation with the organiser before the event; speakers and organisers must allow time for this discussion prior to the presentation
- The speaker must not use the presentation as an opportunity to raise funds without the prior written permission of the Headteacher
- Visiting speakers must arrive at reception in good time to sign in and must bring with them suitable forms of identification e.g. passport or photo driving license. Although viewing a DBS certificate may be appropriate, many visiting speakers will not necessarily have one
- Visitors must be supervised at all times and not left alone with students, as such they must wear the red lanyard, provided by the receptionist
- If a visiting speaker is to undertake regulated activities in the school then the HR Manager should be made aware so more formal checks can be undertaken
- Visiting speakers should be made aware that their presentation will be brought to an early end if the content proves to be unsuitable
- After the presentation a **School Organiser Evaluation Form (C)** will be completed by the member of staff booking the presentation. This evaluation will note any contentious subject areas or comments and state whether the speaker may be booked again

**Exceptions:** Colleagues for whom we have a current DBS or a Letter of Comfort from their employers e.g. the Local Authority; School nurses, and employees of VPA are except from this policy



## Visiting Speaker Procedure

### Visiting Speaker Form (A)

**(The completed form should be returned to the DSL for approval by the SLT)**

All information about the visiting speaker and the booking process must be recorded on this Visiting Speaker Form.

Name of member of staff organising the speaker	
Name of the visiting speaker	
Organisation name, address and contact details	
Students involved	
Date and time of the visit / presentation	
Please explain: why this speaker is being invited in to the school  what topics will be covered during the talk/presentation  what the intended outcome of the visit will be	
Is the visiting speaker undertaking regulated activity? Y / N If Y then has the organiser must inform the school's HR Manager in order for more formal checks to be undertaken	
Has a variety of appropriate checks on the suitability of the person, which may include internet searches and/or contacting other schools where the person has spoken previously been taken?  Please list the searches.	
The visiting speaker has signed The Visiting Speaker's Declaration	

I authorise for this speaker to deliver a talk/presentation at Southchurch High School based on the information detailed on this form.

Name:(Headteacher) \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Visiting Speaker Procedure

### Visiting Speaker Declaration (B)

**The completed form should be returned to the DSL by the School Organiser prior to the event**

- I understand that my presentation will be brought to an early end if the content proves to be unsuitable
- I understand that I must be supervised at all time and not left alone with students. (The speaker may be exempt from this if the School Organiser confirms that the appropriate checks have been undertaken for 'regulated' activity to take place.)
- I understand that the talk/presentation will not be used to raise funds, without the prior written permission of the Headteacher
- I understand that I will be expected to discuss about the content of the presentation with school staff before the event
- I understand that I must arrive at reception in good time to sign in, and must bring suitable identification e.g. passport or photo driving license

I understand that I must abide by the school's equality commitments; that there must be no statements which might cause offence to others, or otherwise undermine tolerance of other faiths or beliefs; and there must be no extremist material.

The school's equality policy can be found by using this link:

[http://www.southchurchschool.com/?page\\_id=8246](http://www.southchurchschool.com/?page_id=8246)

Guest Speaker name [please print]	
Guest speaker signature	
Date	
Organiser name [please print]	
Organiser signature	
Date	



## Visiting Speaker Procedure

### School Organiser Evaluation Form (C)

**The completed form should be returned to the DSL by the School Organiser as soon as possible after the event**

Name of Visiting Speaker	
Organisation	
Date of presentation	
Students involved	
Were there any contentious subject areas or comments to be noted from either the recruitment process or the speaker's delivery?	
Would you recommend using this speaker / organisation again?	
School organiser name	
School organiser signature	
Date	



## Appendix 3

# Keeping children safe in education: for school and college staff 2020 [part 1]

[Separate document]

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>



#### OUR KEY ADULTS ARE:

Mrs A Bale [DSL]

Mr I Benson [DDSL]

Miss K Tuite [DDSL]

## Operation Encompass Safeguarding Statement

Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.

Operation Encompass means that the police will share information about Domestic Abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident.

Once a Key Adult [DSL] has attended at an Operation Encompass briefing they will cascade the principles of Operation Encompass to all DDSL's.

Our parents are fully aware that we are an Operation Encompass school.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

The Key Adult has also led training for all school staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification.

We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.

The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.



# Child protection and safeguarding: COVID-19 addendum **January 2021**

Southchurch High School

<b>Approved by:</b>	John Grover [Chair of LGB]	<b>Date:</b> 19 January 2021
<b>Last reviewed on:</b>	14 January 2021	
<b>Next review due by:</b>	<b>22 February 2021</b>	



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### Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Allison Bale	01702 900777 07928808956 <a href="mailto:abale@southchurchschool.com">abale@southchurchschool.com</a>
Deputy DSL	Liam Maher	01702 900777 <a href="mailto:lmaher@southchurchschool.com">lmaher@southchurchschool.com</a>
Deputy DSL	Ian Benson	01702 900777 <a href="mailto:ibenson@southchurchschool.com">ibenson@southchurchschool.com</a>
Deputy DSL	Kay Tuite	01702 900777 <a href="mailto:ktuite@southchurchschool.com">ktuite@southchurchschool.com</a>
Designated member of senior leadership team if DSL (and deputy) cannot be on site	Stuart Reynolds	01702 900777 <a href="mailto:sreynolds@southchurchschool.com">sreynolds@southchurchschool.com</a>
Headteacher	Stuart Reynolds	01702 900777 <a href="mailto:sreynolds@southchurchschool.com">sreynolds@southchurchschool.com</a>
Local authority designated officer (LADO)	Allison Francis	01702 534539 <a href="mailto:allisonfrancis@southend.gov.uk">allisonfrancis@southend.gov.uk</a>
Chair of Governors	John Grover	<a href="mailto:jgrover@southchurchschool.com">jgrover@southchurchschool.com</a>



## 1. Scope and definitions

This addendum applies **from the start of the Spring Term**, during the period of school closure due to COVID-19, and reflects updated advice from our local safeguarding partners and local authority (LA).

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus \(COVID-19\): Education and childcare - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/coronavirus-covid-19-education-and-childcare) should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

This addendum is subject to change, in response to any new or updated guidance the government or our local safeguarding partners may publish. We will keep it under review as set out in section 15 below.

In this addendum, where we refer to measures to protect students who are at home, this means those who are learning at home for reasons to do with coronavirus – for example, due to the attendance restrictions during national lockdown, or if they need to self-isolate when they would otherwise still be attending.

The Department for Education's (DfE's) definition of 'vulnerable children' who can access schools or educational settings, includes those who:

➤ Are assessed as being in need, including children:

- With a child protection plan
- With a child in need plan
- Looked after by the local authority

➤ Have an education, health and care (EHC) plan

➤ Have been identified as otherwise vulnerable by our school or LA, for example those who are:

- On the edge of receiving support from children's social care services or in the process of being referred
- Adopted or on a special guardianship order
- At risk of becoming NEET ('not in employment, education or training')
- Living in temporary accommodation
- Young carers
- Care leavers
- Facing difficulty engaging with remote education at home (for example, due to a lack of devices or quiet space to study)
- In need of support for their mental health

## 2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important 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 designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It is essential that unsuitable people do not enter the school workforce or gain access to children
- Children should continue to be protected when they are online



### 3. Reporting concerns

All staff must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

- During school hours – report safeguarding concerns online using the Safeguard software as normal but also emailing Allison Bale (DSL), Ian Benson (DSL), **Liam Maher (DSL)** and Kay Tuite (DDSL) to notify them of the referral
- Outside school hours - the following agencies should be contacted:
  - Social Care (*Mon –Thu 9 am to 5.30pm, Fri –9am to 4.30pm*)-01702 215007
  - Emergency Duty Team (*Out of Hours, 365 Days a year*)-0345 6061212
  - NSPCC Child Protection Line-0808 8005000
  - Childline-0800 1111
  - Police-999

As a reminder, all staff should continue to work with and support children’s social workers, where they have one, to help protect vulnerable children.

### 4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL available wherever possible. Details of all important contacts are listed in the ‘Important contacts’ section at the start of this addendum.

Staff have been informed by email as to how to contact the DSL (or deputy) on any given day.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Communicate concerns to the off-site DSL / DDSL immediately they arise to allow the DSL / DDSL to
  - Update and manage access to child protection files, where necessary
  - Liaise with children’s social workers where they need access to children in need and/or to carry out statutory assessments
- Collate the register of children attending each day

### 5. Working with other agencies

We will continue to work with children’s social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our local safeguarding partners
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children’s social care, reporting mechanisms, referral thresholds and children in need

### 6. Monitoring attendance

We will continue to take our attendance register. We will follow guidance from the Department for Education on how to record attendance (including for students learning remotely) and what data to submit.

During the national lockdown, only vulnerable children and children of critical workers will attend school in person. Where any child we expect to attend school does not attend, or stops attending, we will:

- Follow up on their absence with their parents or carers, by telephoning home before 9.10am on each day of absence



- Notify their social worker, where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible, recording all details in SIMS

## 7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

## 8. Concerns about a staff member

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk) for the duration of the COVID-19 period, in line with government guidance.

## 9. Contact Plans

We have contact plans for children with a social worker, and other children who we have safeguarding concerns about, for circumstances where the child is at home.

Each child has an individual plan, which sets out:

- How often the school will make contact – this will be at least once a week
- Which staff member(s) will make contact – as far as possible, this will be staff who know the family well
- How staff will make contact – this will be over the phone, doorstep visits, or a combination of both

We have agreed these plans with children's social care where relevant, and will review them as agreed

If we cannot make contact, we will email the children's social worker in the first instance and if there is no contact the duty social worker.

## 10. Safeguarding for children not attending school

### 10.1 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 students' mental health that are also safeguarding concerns. They will act on concerns immediately in line with the procedures set out in section 3 above

### 10.2 Children at home

The school will maintain contact with children who are at home. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary, they will use personal phones but they will withhold their personal number.

Staff will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families



➤ Seeming more withdrawn during any class check-ins or live lessons

## 11. Online safety

### 11.1 In school

Southchurch High School has onsite ICT Support for all staff and students, emailing [info@southchurchschool.com](mailto:info@southchurchschool.com) is the current method for students or parents to get a request to the ICT support department.

We will continue to have appropriate filtering and monitoring systems in place in school.

### 11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff code of conduct and IT acceptable use policy.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

### 11.3 Working with parents and carers

Via the school website we will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

## 12. Mental health

We will continue to offer our current support for student mental health for all students.

Via the school website we will also signpost all students, parents and staff to other resources to support good mental health at this time.

When setting expectations for students learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

Staff will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures as set out in section 3 of this addendum.

## 13. Staff recruitment, training and induction

### 13.1 Recruiting new staff

We continue to recognise the importance of robust safer recruitment procedures, so that adults who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

When carrying out DBS checks and right to work checks, we will follow the latest guidance from the DBS, Home Office and Immigration Enforcement as appropriate (for example, with regards to the process for



verifying documents). We will inform candidates about the intended process as soon as reasonably practicable.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who are not in regulated activity should have an enhanced DBS check, in accordance with paragraphs 183-188 of Keeping Children Safe in Education.

#### **14. Safeguarding induction and training**

We will make sure staff are aware of changes to our procedures and local arrangements.

New staff will continue to receive a safeguarding induction in line with the expectations of Keeping Children Safe in Education.

#### **15. Monitoring arrangements**

This policy will be reviewed as guidance from the local safeguarding partners, the LA or DfE is updated, and as a minimum every month by the DSL. At every review, it will be approved by the Chair of Governors or the identified Safeguarding Governor.

#### **16. Links with other policies**

This policy links to the following policies and procedures:

- Child protection policy
- Staff Code of Conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy