



Thriftwood

Specialising in Business & Enterprise

Child Protection Policy

October 17



Care Guidance and Support Policies

Reviewed Annually by the Governing Body



KEY CONTACTS WITHIN THE SCHOOL

DESIGNATED CHILD PROTECTION CO-ORDINATOR:

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DEPUTY DESIGNATED CHILD PROTECTION CO-ORDINATOR:

NAME: Janine Cavey, Pastoral and Family Engagement Manager
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NOMINATED GOVERNOR FOR CHILD PROTECTION:

NAME: Ann Marie Briggs
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KEY CONTACTS WITHIN THE COLLEGE

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NAME: Ann Marie Briggs
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WHISTLE BLOWING GOVERNOR:

NAME: Claire Smith
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KEY CONTACTS WITHIN THE LOCAL AUTHORITY

The ESSEX CHILDRENS SAFEGUARDING SERVICE is able to provide advice.

CONTACT NO: 01245 436744
E-MAIL: childrens.safeguarding@essex.gov.uk

REFERRAL TO SOCIAL CARE SERVICES

Where schools have URGENT and IMMEDIATE concerns for the safety and welfare of a child or young person during office hours telephone:

0345 603 7627

or the Initial Response Team (IRT):

01206 266113

To make URGENT referrals OUT OF OFFICE HOURS telephone:

0345 606 1212

For all NON-URGENT referrals telephone:

0345 603 7627

If there is an immediate risk of harm to a child then contact the Police on **999**



CHILD PROTECTION POLICY FOR THRIFTWOOD ACADEMY

1. PURPOSE

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

(Keeping Children Safe in Education – DfE, 2016)

The document 'Keeping Children Safe in Education – DFE, 2016' **MUST** be read in conjunction with this policy and should be kept as an appendix to the academy's child protection policy.

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 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 **Thriftwood Academy** 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" (the Children Act 1989).

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

2.3 There are three main elements to our Child Protection policy:

- **Prevention** through the creation of a positive school and college atmosphere and the teaching, and pastoral support offered to pupils.



- **Protection** by following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- **Support** to pupils who may have been abused.

2.4 This policy applies to all pupils, staff, parents, governors, volunteers, students and visitors to the school and/or college.

2.5 The academy recognises it is an agent of referral and not of investigation.

3. THRIFTWOOD POLICY

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

Thriftwood Academy therefore aims to:

- Establish and maintain an environment where pupils feel safe and secure, are encouraged to talk and are listened to
- Ensure that pupils know that there are adults within the school they can approach if they are worried or are in difficulty
- Ensure pupils receive the right help at the right time to address risks and prevent issues escalating
- Include in the curriculum activities and opportunities which equip pupils with the skills they need to stay safe from abuse and to develop healthy and safe relationships
- Include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- 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



4. FRAMEWORK

4.1 Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the [Essex Safeguarding Children Board](#) (ESCB)

4.2 In Essex, all professionals must work in accordance with the [SET Procedures](#) (ESCB, 2017)

4.3 The academy also works in accordance with the following legislation and guidance:

Children Act 1989

Children Act 2004

Education Act 2002

[Keeping Children Safe in Education](#) (DfE, 2016)

[Working Together](#) (HMG, 2015)

[Effective Support for Children and Families in Essex](#) (ESCB, 2017)

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

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

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

Information sharing advice for safeguarding practitioners (HMG, 2015)

Data Protection Act 1998

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

Searching, screening and confiscation (DfE, 2014)

Preventing and Tackling Bullying (DfE, 2017)

Female Genital Mutilation Act 2003 (S. 74 – Serious Crime Act 2015)

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. However, there are key people within education settings and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our settings 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 Body ensures that the policies, procedures and training in Thriftwood are effective and comply with the law at all times, and that there is a named safeguarding lead and deputy safeguarding lead in place. The Governing Body also ensures that Thriftwood 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.



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

The Governing Body ensures that children are taught about safeguarding, including online, ensuring that appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.

Alongside the Academy Leadership Team, the Governing Body are responsible for ensuring that recruitment procedures are followed and help to deter, reject or identify people who might abuse children (*see 'Safer Recruitment' policy for further information*). It ensures that volunteers are appropriately supervised in school or college.

5.3 The Designated Governor for Safeguarding ensures there is an effective child protection policy in place and that this is updated annually. Governors will not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

5.4 The Designated Safeguarding Leads in school and college have responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They must ensure that everyone in school/college (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They should be a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Essex Children's Social Care (Family Operations Hub) are made in accordance with current SET Procedures. They work with the local authority and other agencies as required. If for any reason the Designated Safeguarding Lead is unavailable, the Deputy Designated Safeguarding Lead will act in their absence.

5.5 The Headteachers and / or the Designated Safeguarding Lead provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.

5.6 The Headteachers / Designated Safeguarding Lead and Designated Governor will undertake a regular Safeguarding Audit in line with their responsibilities under S.175 (*and S.157 for Independent schools*) of the Education Act 2002.

5.7 The academy will publish its Child Protection policy on its school website alongside '**Keeping Children Safe in Education**' (DfE 2016).

5.8 The academy will actively promote online safety on its website and signpost stakeholders to information that will help keep children safe online.



5.9 Everyone at Thriftwood has a responsibility to provide a safe learning environment in which our children and young people 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 if there is a need to do so.

5.9 Prevention of Radicalisation – the academy will pay ‘due regard’ to the need to prevent young people from being drawn into terrorism and extreme ideology. All staff will be aware of **PREVENT** guidance. Access to extreme websites will be filtered and monitored in the school/college environment. Parents will be given guidance for managing the internet at home.

6. TYPES OF ABUSE AND SPECIFIC SAFEGUARDING ISSUES

Keeping Children Safe in Education (DfE, 2016) defines abuse as the maltreatment of a child. *“Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children”*

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Thriftwood 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.

Peer on peer abuse

Our school / college 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 Thriftwood, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. We recognise 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, ‘sexting’ or sexually harmful behaviour.



We do not tolerate any harmful behaviour in school/college 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. Thriftwood understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

Refer to our 'Promoting positive behaviour including the use of reasonable force and anti-bullying policy for further guidance.

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. Thriftwood recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school/college 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).

Thriftwood must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

Child Sexual Exploitation (CSE)

CSE is a form of abuse, which can happen to boys and girls from any community, where they are sexually exploited for money, power or status. In Essex, the definition of CSE from the DfE, 2017 has been adopted:

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

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school/college 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.



Female Genital Mutilation (FGM)

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 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/college will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

Forced marriage

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

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 and colleges to:

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

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff understand how to identify those who may benefit from this support and how to make a referral.



7. PROCEDURES

7.1 All action is taken in line with the following guidance:

- Essex Safeguarding Children Board (ESCB) Guidelines, the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB,2017), a copy of which is available on <http://www.escb.co.uk/>
- Keeping Children Safe in Education (DfE 2016)
- Working Together to Safeguard Children (DfE 2015)
- Effective Support for Children and Families in Essex (ESCB, 2017) <http://www.escb.co.uk>
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

7.2 When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place and the name of the designated safeguarding lead (and deputy) and how to share concerns with them.

7.3 All staff are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training.

7.4 Any member of staff, volunteer or visitor to the school or college who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead or, in their absence, the Deputy Designated Safeguarding Lead. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

7.5 The Designated Safeguarding Lead or the Deputy will immediately refer cases of suspected abuse or allegations to the Children and Family Operations Hub by telephone (*Appendix A*) and in accordance with the procedures outlined in the SET procedures (ESCB, 2017) and in 'Effective Support for Children and Families in Essex' (ESCB, 2017).

7.6 The telephone referral to Family Operations Hub must be confirmed in writing within 48 hours with the Children and Families Request for Support form. Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure plus any advice given.

7.7 The academy will always undertake to share its' intention to refer a child to Children's 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 the Children and Families Hub and / or Essex Police.



7.8 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 press for re-consideration.

7.9 Safeguarding contact details are displayed in the school and college to ensure that all staff have unfettered access to safeguarding support.

8. TRAINING AND SUPPORT

8.1 The Designated Safeguarding Lead (and Deputy) will undergo updated child protection training (Level 3) at least every two years. The Headteachers, all staff members and governors will undergo child protection training which is updated regularly, in line with advice from the Essex Safeguarding Children Board (ESCB). In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of all Child Protection training are kept.

8.2 The academy will ensure that the Designated Safeguarding Lead (and Deputy) also undertakes any available training in inter-agency working and other matters as appropriate

8.3 The Headteachers will provide support and supervision to staff involved in child protection issues.

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

9. PROFESSIONAL CONFIDENTIALITY

9.1 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 anyone about a safeguarding concern (including parents / carers or pupils) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern this must be reported to the Designated Safeguarding Lead and may require further referral to and subsequent investigation by appropriate authorities.

9.2 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 confidentially to themselves.



10. RECORDS AND MONITORING

10.1 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 1998 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 real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

10.2 Well-kept records are essential to good child protection practice. The academy is clear about the need to record any concern held about a child or children within our school/college, the status of such records and when these records should be passed over to other agencies.

10.3 Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will 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. All records will be dated and signed and will include the action taken. This is then presented to the Designated Safeguarding Lead (or Deputy) who will decide on appropriate action and record this accordingly.

10.4 Any records related to child protection are kept in a confidential file in chronological order (which is separate to pupil files) and stored in a secure place. On the school site records are kept in a locked cupboard in the PA's office. On the college site, records are kept in a locked cupboard in the Headteacher's office. All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting.

10.5 If a pupil transfers from the school/college, these files will be copied and forwarded to the pupil's new educational setting, marked 'Confidential' and for the attention of the receiving school's Designated Safeguarding Lead. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school.

11. INTERAGENCY WORKING

11.1 It is the responsibility of the Designated Safeguarding Lead to ensure that the school/college is represented at and that a report is submitted to any child protection conference called for children on the school/college roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). Whoever attends will be fully briefed on any issues or concerns the school/college has and be prepared to contribute to the discussions at the conference.



11.2 If a child is made subject to a Child Protection or a Child in Need plan, the Designated Safeguarding Lead will ensure the child is monitored regarding their attendance, welfare and presentation. If the school/college is part of the core group, the Designated Safeguarding Lead will ensure the school/college is represented, 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.

12. SUPPORTING PUPILS AT RISK

12.1 Both the school and college recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.

12.2 The school/college 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/college their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children.

12.3 Both school and college will endeavour to support all pupils through:

- The curriculum to encourage our pupils to stay safe, develop healthy relationships, self-esteem and self-motivation.
- The academy ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of the academy's Promoting Behaviour for Learning policies.
- A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
- Regular liaison with other professionals and agencies who support the pupils and their families.
- A commitment to develop open and honest and supportive relationships with parents, with the child's best interest as paramount
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in all child protection situations.
- Recognition that children with behavioural difficulties and disabilities are most vulnerable to abuse so staff working 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 may also be vulnerable and in need of support or protection.



This policy should be considered alongside other related policies in the academy. These are, the policy for the teaching of PSHE, the policy for the management of pupils' behaviour (including our policy on the use of reasonable force and our policy on bullying), E-Safety and data handling, image use policy, acceptable use policy and our health and safety policy.

13. PHOTOGRAPHY AND E-SAFETY

The storage and use of photos and other sensitive personal data is of high importance when safeguarding our pupils. Staff are trained in e-safety and are committed to follow our Image Use policy and Acceptable Use policy, detailing safe use of personal data and imagery equipment.

14. ALLEGATIONS INVOLVING A MEMBER OF STAFF

14.1 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 Code of Conduct.

14.2 The academy works in accordance with statutory guidance and the SET procedures (ESCB, 2017) 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 on this.

14.3 Thriftwood 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 either Headteacher, or other senior leader in their absence. This role is distinct from the Designated Safeguarding 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 either Headteacher, it should be reported directly to the Chair of Governors.

SET procedures (ESCB, 2017) require that, where an allegation against a member of staff is received, either Headteacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day. However, wherever possible, contact with the LADO should be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school does not carry out any investigation before speaking to the LADO.



15. WHISTLEBLOWING

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary they should speak to the nominated 'whistleblowing' governor or the Education Safeguarding Service.

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

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

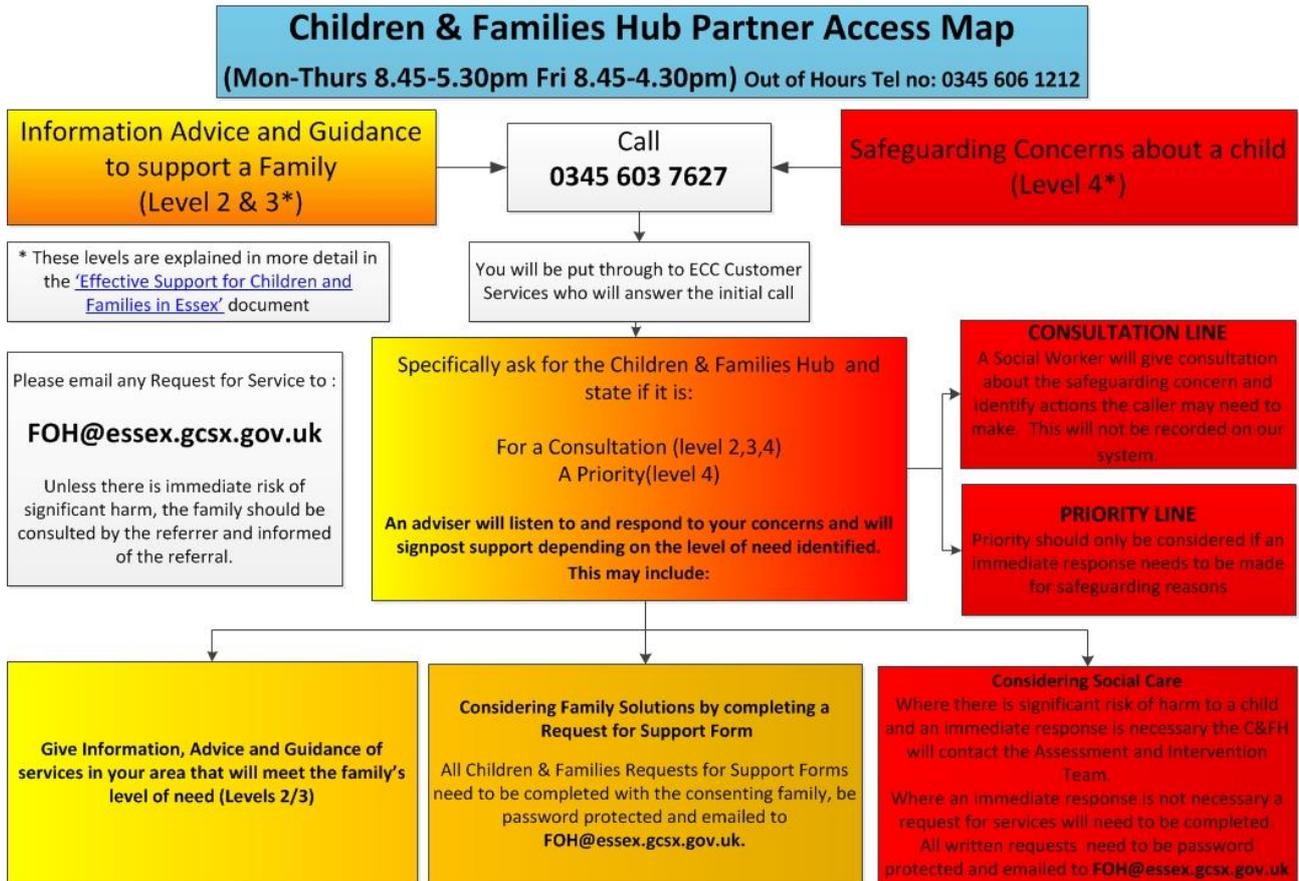
16. USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body, using the school/college 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

POLICY REVIEW

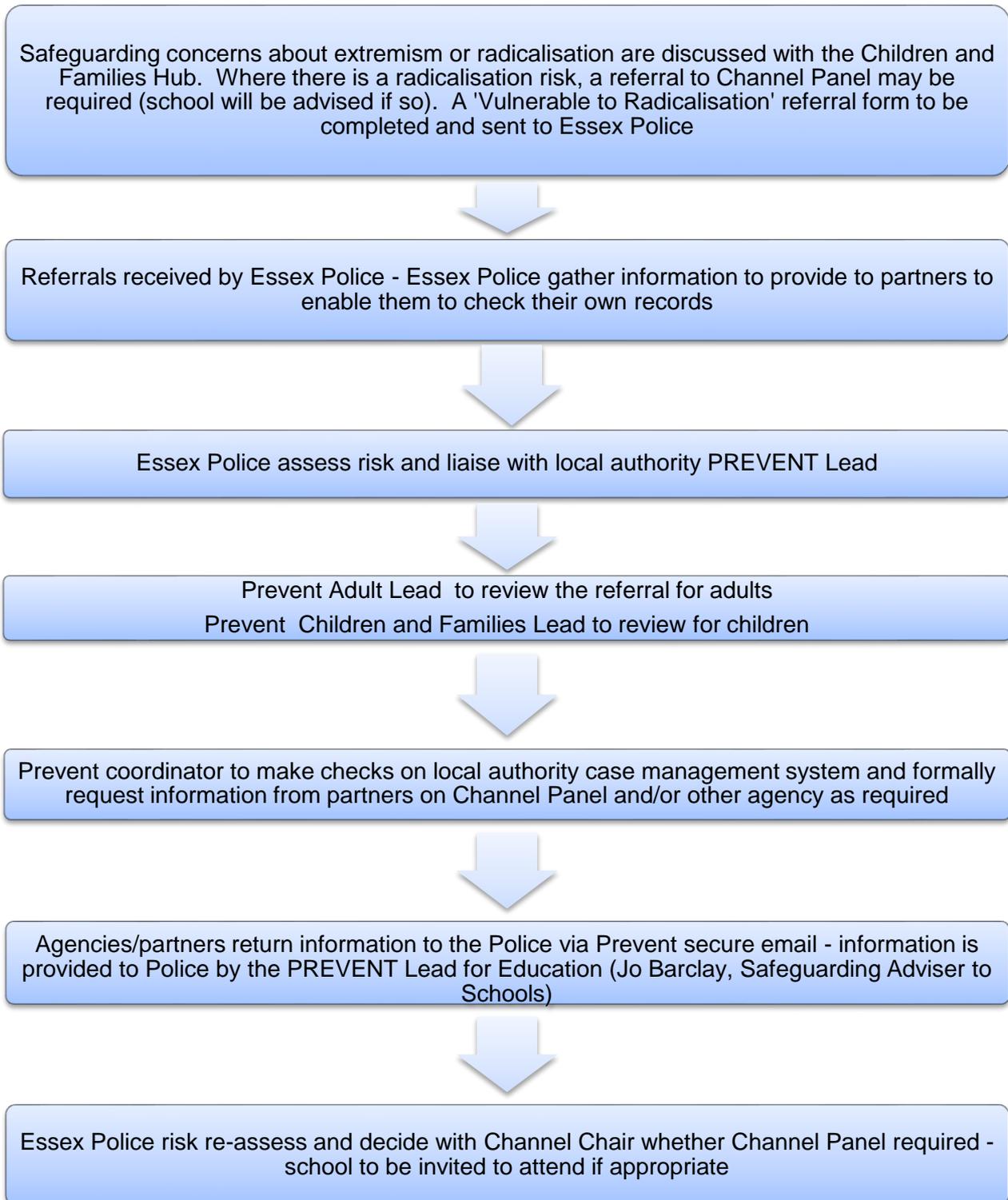
- The Governing Body is responsible for ensuring the annual review of this policy.
- Ensuring that the list of key contacts on the cover sheet is kept up to date.
- Governors to keep up to date with changes in SET Procedures
- Governors to be aware of Module 11 in SET Procedures regarding allegations made against staff

Appendix A: Children and Families Hub Flowchart



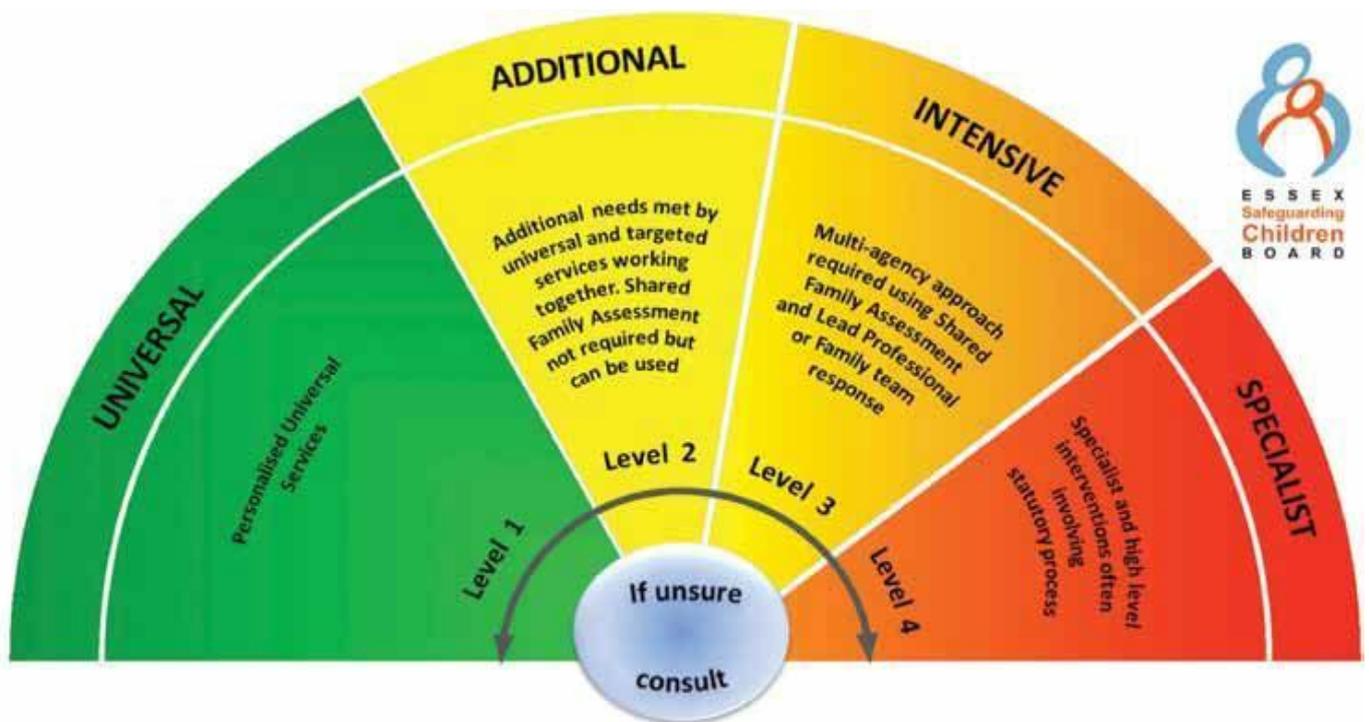


Appendix B: PREVENT Referral Flowchart





Appendix C: Essex Windscreen of Need and levels of Intervention



All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs. We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accordance with their needs.

Children with **Additional** needs are best supported by those who already work with them, such as Family Hubs or schools, organising additional support with local partners as needed. When an agency is supporting these children, an Early Help Plan and a Lead Professional are helpful to share information and co-ordinate work alongside the child and family.

For children whose needs are **Intensive**, a coordinated multi-disciplinary approach is usually best, involving either an Early Help Plan or a Shared Family Assessment (SFA), with a Lead Professional to work closely with the child and family to ensure they receive all the support they require. Examples of intensive services are children's mental health services and Family Solutions.

Specialist services are where the needs of the child are so great that statutory and/or specialist intervention is required to keep them safe or to ensure their continued development. Examples of specialist services are Children's Social Care or Youth Offending Service. By working together effectively with children that have additional needs and by providing coordinated multi-disciplinary/agency support and services for those with intensive needs, we seek to prevent more children and young people requiring statutory interventions and reactive specialist services.



Appendix D Keeping Children Safe In Education 2016 Part One

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children.
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. 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.
3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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; and taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. 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.
7. **All** school and college staff have a responsibility to provide a safe environment in which children can learn.
8. Every school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
9. **All** school and college staff should be prepared to identify children who may benefit from early help.³ Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.
10. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27. Staff may be required to support social workers and other agencies following any referral.



11. The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

What school and college staff need to know

12. **All** staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:
 - the child protection policy;
 - the staff behaviour policy (sometimes called a code of conduct); and
 - the role of the designated safeguarding lead.

Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.

13. **All** staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
14. **All** staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
15. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
16. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for:

17. **All** school and college staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 35-44 of this guidance.



18. Departmental advice what to do if you are worried a child is being abused - Advice for practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice which will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on types of abuse and what to look out for.
19. Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.
20. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead.

What school and college staff should do if they have concerns about a child

21. If staff members have any **concerns** about a child (as opposed to a child being in immediate danger - see paragraph 28) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.
22. If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool [Reporting child abuse to your local council](#) directs staff to their local children's social care contact number.
23. See page 10 for a flow chart setting out the process for staff when they have concerns about a child.
24. If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
25. If early help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.
26. If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.
27. If a **teacher**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the **teacher** must report this to the police. See Annex A for further details.



What school and college staff should do if a child is in danger or at risk of harm

28. **If a 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.** Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. [Reporting child abuse to your local council](#) directs staff to their local children's social care contact number.

Record keeping

29. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.

Why is all of this important?

30. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be taking action.

What school and college staff should do if they have concerns about another staff member

31. If staff members have concerns about another staff member, then this should be referred to the Headteacher or principal. Where there are concerns about the Headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. In the event of allegations of abuse being made against the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. Full details can be found in Part four of this guidance.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

32. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
33. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.



34. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
- General guidance can be found at - Advice on Whistleblowing
 - The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Types of abuse and neglect

35. **All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.**
36. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.
37. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
38. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child 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.
39. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.



40. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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.

Specific safeguarding issues

41. **All** staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancing and sexting put children in danger.
42. **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.
43. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:
- bullying including cyberbullying
 - children missing education – and Annex A
 - child missing from home or care
 - child sexual exploitation (CSE) – and Annex A
 - domestic violence
 - drugs
 - fabricated or induced illness
 - faith abuse
 - female genital mutilation (FGM) – and Annex A
 - forced marriage- and Annex A
 - gangs and youth violence
 - gender-based violence/violence against women and girls (VAWG)