



DISCOVERY
EDUCATIONAL TRUST

Safeguarding and Child Protection Policy

Title	Safeguarding and Child Protection Policy
Author/Owner	Trust Board
Status	Amended March 2022
Ratified Date	March 2022
Ratified by	Trust Board
Review Cycle	Annual
Review Date	September 2022
Security Classification	OFFICIAL

INDEX

School Safeguarding and Child Protection Policy Framework.....	3
1. Ethos Statement	3
2. Introduction.....	3
3. Statutory Framework	4
4. Key Roles and Responsibilities	4
5. Training.....	9
6. Recognising Concerns - Signs and Indicators of Abuse	10
7. Specific Safeguarding Issues.....	11
8. Children Potentially at Greater Risk of Harm	13
9. Curriculum	14
10. Online Safety.....	15
11. Procedures	15
12. Information Sharing, Record Keeping and Confidentiality	21
13. Managing Allegations made against Teachers, including Supply Teachers, Other Staff, Volunteers and Contractors	22
14. Use of School Premises for Non-School Activities	23
15. Use of Reasonable Force.....	20
16. Whistleblowing	24
17. Useful Contacts:.....	24
Appendix A Further Information on Specific Safeguarding Issues.....	25
Appendix B Additional Advice and Support	33
Appendix C Children and Families Service Map and Key Contacts.....	35
Appendix D Essex Effective Support Windscreen of Need and Levels of Intervention.....	36

School Safeguarding and Child Protection Policy Framework

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.

(Keeping Children Safe in Education)

1. Ethos Statement

The Discovery Educational Trust (DET) and its Schools recognise the moral and statutory responsibility placed on all staff to safeguard and promote the welfare of all children and young people (CYP). DET and its Schools aim to provide a safe and welcoming environment, underpinned by a culture of openness where both CYP and adults feel secure, are able to raise concerns and believe that they are being listened to, and that appropriate action will be taken to keep them safe.

2. Introduction

The Trust Board (TB) and the Local School Committees (LSC) recognise the need to ensure that they comply with their duties under legislation and this Policy has regard to statutory guidance, Keeping Children Safe in Education (KCSiE 2021) Working Together to Safeguard Children, Children Missing Education and The Role of the Designated Safeguarding Lead (contained in Annex B of KCSiE).

Additionally, all professionals employed under the remit of Southend City Council, Essex County Council and Thurrock Borough Council must work in accordance with SET Procedures of the Essex Safeguarding Children Board (ESCB).

Safeguarding and promoting the welfare of CYP is defined as: protecting children from maltreatment; preventing impairment of children's (mental and physical) health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

This Policy is for all staff, parents/carers, Trustees, Local Governors, volunteers and the wider DET and School communities. It forms part of the safeguarding and child protection arrangements for DET and its Schools and is one of a suite of policies and procedures, which encompass the safeguarding responsibilities of DET and its Schools.

This Policy should be read in conjunction with the DET/School:

- Acceptable Personal Use Policy;
- Code of Conduct (Staff);
- Behaviour Policy;
- Special Educational Needs and Disability Policy;
- Supporting Children with Medical Conditions Policy;
- Procedure for Dealing with Safeguarding Allegations Against Adults in School.

The aims of this Policy are to:

- Provide staff with a framework to promote and safeguard the wellbeing of CYP and ensure that they understand and meet their statutory responsibilities;
- Ensure consistent good practice across DET and its Schools.

The TB and LSCs expect that all staff know and understand this Safeguarding and Child Protection Policy and their responsibility to implement it. All staff must, as a minimum, have read and understand Part One of KCSiE. Trustees and Local Governors must ensure that they have read and understand Parts One and Two of KCSiE.

The TB and LSCs ensure that arrangements are in place for all staff members to receive appropriate safeguarding and child protection training, which is regularly updated.

Compliance with the Policy is monitored by the Headteacher (HT), Designated Safeguarding Lead (DSL), named Safeguarding Local Governor and named Safeguarding Trustee.

3. Statutory Framework

Section 175 of the Education Act 2002, in the case of maintained schools and pupil referral units and Section 157 of the Education Act and the Education (Independent Schools) Regulations 2014 for independent schools (including academies and free schools) place a statutory duty on TBs and LSCs to have policies and procedures in place that safeguard and promote the welfare of CYP, who are pupils of the Schools, which must have regard to any guidance given by the Secretary of State.

In accordance with statutory guidance, Working Together to Safeguard Children 2018, local safeguarding arrangements must be established for every Local Authority (LA) area by the three safeguarding partners (LA, Police and Clinical Commissioning Groups (CCG)). All three partners have equal and joint responsibility for a range of roles and statutory functions, including developing local safeguarding policy and procedures and scrutinising local arrangements.

4. Key Roles and Responsibilities

Chase High School (CHS)	
Role:	Name and Contact Details:
Designated Safeguarding Lead (DSL)	Ashley Brien 01702 354441 ashley.brien@chasehigh.org
Deputy DSL(s)	Mr. S. Perrotton 01702 354441 sean.perrotton@chasehigh.org Mrs L. Kirby Liz.Kirby@chasehigh.org Mrs. L. Whiteside 01702 354441 lee.whiteside@chasehigh.org

Named Safeguarding Local Governor	Mr. R. Juniper 01702 354441 rjuniper@discoveryeducationaltrust.co.uk
Chair of LSC	Mr. R. Juniper As above.
School Online Safety Lead	Ms. M. Hall 01702 354441 melanie.hall@chasehigh.org
Designated Teacher for Looked After and Previously Looked After Children (LAC)	Mrs. D. Ringrose 01702 354441 daisy.ringrose@chasehigh.org
Larchwood Primary School (LPS)	
Role:	Name and Contact Details:
Designated Safeguarding Lead (DSL)	Mrs. D. Jaycock 01277 372450 senco@larchwood.essex.sch.uk
Deputy DSL(s)	Mr. S. Bowsher 01277 372450 head@larchwood.essex.sch.uk Mrs M. Belle 01277 372450 mbelle@larchwood.essex.sch.uk Mr A. Sumner 01277 372450 asumner@larchwood.essex.sch.uk
Named Safeguarding Local Governor	Mrs. L. Wenham 01277 372450 lwenham@discoveryeducationaltrust.co.uk
Chair of LSC	Mrs. R. Fossey

	01277 372450 rfossey@discoveryeducationaltrust.co.uk
School Online Safety Lead	Miss L. Beard 01277 372450 lbeard@larchwood.essex.sch.uk
Designated Teacher for Looked After and Previously Looked After Children (LAC)	Mrs. D. Jaycock 01277 372450 senco@larchwood.essex.sch.uk
St. Martin's School (SMS)	
Role:	Name and Contact Details:
Designated Safeguarding Lead (DSL)	Mr. K. Camy 01277 238300 kcamy@st-martins.essex.sch.uk
Deputy DSL(s)	Ms. G. Wilson 01277 238300 gwilson@st-martins.essex.sch.uk Mr S. Smith 01277 238300 ssmith@st-martins.essex.sch.uk Mrs S. Howells 01227 238300 scook@st-martins.essex.sch.uk
Named Safeguarding Local Governor	Mr. J. Gaughan 01277 238300 jgaughan@discoveryeducationaltrust.co.uk
Chair of LSC	Mr. D. Shillingford 01277 238300 dshillingford@discoveryeducationaltrust.co.uk
School Online Safety Lead	Ms. G Wilson 01277 238300

	gwilson@st-martins.essex.sch.uk
Designated Teacher for Looked After and Previously Looked After Children (LAC)	Ms Amy Bryant 01277 238300 amy.bryant@st-martins.essex.sch.uk

4.1 Trust Board/Local School Committee

The TB and LSCs must ensure that they facilitate a whole Trust/School approach to safeguarding. This means ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the CYP at their heart.

Where there is a safeguarding concern, the TB and LSCs (with HTs) should ensure that the CYP wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for CYP to confidently report abuse, knowing that their concerns are treated seriously and knowing that they can safely express their views and provide feedback.

The TB and LSCs have a legal responsibility to ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote CYP welfare, and to monitor that the Schools comply with them. The TB/LSC should also ensure that the Policy is made available to parents/carers by publishing this on the School websites or providing hard copies if requested.

The TB and LSCs must ensure that, as part of the requirement for staff to undergo regular updated safeguarding training (including online safety) and the requirement to ensure that CYP are taught about safeguarding (including online safety), safeguarding training for staff (including online safety) is integrated, aligned and considered as part of the whole DET/Schools' safeguarding approach and wider staff training and curriculum planning.

The TB and LSCs ensure that the Schools contribute to multi-agency working in line with statutory guidance Working Together to Safeguard Children and that the Schools' safeguarding arrangements take into account the procedures and practice of the locally agreed multi-agency safeguarding arrangements in place.

The TB and LSCs ensure that policies for Special Educational Needs and Disability (SEND) and Supporting Pupils in School with Medical Conditions are in place and are reflective of safeguarding, as appropriate.

It is the responsibility of the TB and LSCs to ensure that staff and volunteers are properly vetted to ensure that they are safe to work with the CYP, who attend DET Schools, and that the Schools have procedures for appropriately managing allegations of abuse made against members of staff (including the HT, supply teachers, contractors and volunteer helpers).

The TB and LSCs ensure that there are named Local Governors and a named Trustee for safeguarding, a DSL, who has lead responsibility for safeguarding and child protection, and a designated teacher to promote the educational achievement of children, who are looked after or previously looked after, and ensure that these people have the appropriate training.

4.2 Designated Safeguarding Lead (DSL)

The DSL takes lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role-holder's job description - the broad areas of responsibility and activities related to the role of the DSL are set out in Annex C of KCSiE.

The DSL has the appropriate status and authority to carry out the duties of the post.

The DSL and any Deputy DSLs liaise with the LA and work with other agencies in line with Working Together to Safeguard Children.

During term time, the DSL (or Deputy DSL) is always available during school hours for staff to discuss any safeguarding concerns. The DSL (or Deputy DSL) makes arrangements for adequate and appropriate cover for any out of hours/out of term time activities.

The DSL and the Deputy DSL undergo training to provide them with the knowledge and skills to carry out the role. This training is updated every two years.

4.3 Headteacher

The HT ensures that the policies and procedures adopted by the TB are fully implemented and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

Where there is a safeguarding concern, the HT (with the TB and LSC) should ensure that the CYP wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for CYP to confidently report abuse, knowing that their concerns are treated seriously and knowing that they can safely express their views and provide feedback.

4.4 All Staff

All staff have a responsibility to provide a safe environment in which CYP can learn.

All staff must read and ensure that they understand, at least, Part One of KCSiE.

All staff must ensure that they are familiar with the systems within School, which support safeguarding, including the Safeguarding and Child Protection Policy (which includes policy and procedures to deal with peer-on-peer abuse), the Staff Code of Conduct, the Behaviour Policy, the safeguarding response to children, who go missing from education, and the role of the DSL (including the identity of the DSL and any Deputy DSL(s)).

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of CYP, who may be in need of help or protection.

All staff should know what to do if a CYP tells them that they are being abused, neglected or exploited, and/or is otherwise at risk of involvement in criminal activity, such as knife crime, or involved in county lines drug dealing.

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, especially Section 17 (Children in Need) and Section 47 (a child suffering, or likely to suffer, significant harm) along with the role that they might be expected to play in such assessments.

All staff should be aware of the early help process and understand their role within it. This includes providing support as soon as a problem emerges, liaising with the DSL (or Deputy DSL), and sharing information with other professionals in order to support early identification and assessment, focussing on providing interventions to avoid escalation of worries and needs (see Section 12: Information Sharing). In some cases, staff may be asked to act as the lead professional in undertaking an early help assessment.

Any CYP may benefit from early help, but all School staff should be particularly alert to the potential need for early help for a CYP who:

- is disabled and has specific additional needs;
- has Special Educational Needs (SEN) (whether or not they have a statutory Education, Health and Care Plan (EHCP));
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the CYP, such as drug and alcohol misuse, adult mental health issues or domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of honour-based abuse such as Female Genital Mutilation (FGM) or forced marriage
- is a privately fostered CYP;
- is persistently absent from education.

Knowing what to look out for is vital to the early identification of abuse and neglect. If staff are unsure, they should always speak to the DSL (or Deputy DSL). If, in exceptional circumstances, the DSL (or Deputy DSL) is unavailable, this should not delay appropriate action being taken. Staff should consider speaking to a member of the Senior Leadership Team (SLT) and/or take advice from Children's Social Care. In these circumstances, any action taken should be shared with the DSL (or Deputy DSL) as soon as is practically possible.

5. Training

The TB and LSCs ensure that all staff receive appropriate safeguarding and child protection training (including online safety), which is regularly updated. In addition, all staff members receive regular safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, staff meetings) as required, but, at least, annually, to provide them with relevant skills and up-to-date knowledge of emerging and evolving safeguarding issues to safeguard CYP effectively.

All new staff members undergo safeguarding and child protection training (including online safety) at induction. This includes training on the DET Safeguarding and Child Protection Policy, online safety, the Code of Conduct, the Behaviour Policy, the safeguarding response to children, who go missing from education, and the role of the DSL (Deputy DSL). Copies of School policies, procedures and Part One of KCSiE are provided to new staff at induction.

The HT ensures that an accurate record of safeguarding training undertaken by all staff is maintained and updated regularly.

In considering safeguarding training arrangements, the TB/LSCs also have regard to the Teachers' Standards, which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and require teachers to have a clear understanding of the needs of all pupils, including those with mental health needs.

6. Recognising Concerns - Signs and Indicators of Abuse

All staff should be aware of indicators of abuse and neglect, and specific safeguarding issues such as exploitation, so that they are able to identify cases of CYP, who may be in need of help or protection.

All 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.

All staff should also be aware that technology is a significant component in many safeguarding and wellbeing issues. CYP are at risk of abuse online as well as in day-to-day life. In many cases, abuse takes place concurrently via online channels and in daily life.

Abuse is defined as a form of maltreatment of a CYP. Somebody may abuse or neglect a CYP by inflicting harm or by failing to act to prevent harm. CYP may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another CYP(s).

The following indicators listed under the categories of abuse are not an exhaustive list:

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 CYP. Physical harm may also be caused when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a CYP.

Emotional Abuse: the persistent emotional maltreatment of a CYP such as to cause severe and adverse effects on the CYP's emotional development. It may involve conveying to a CYP that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not providing the CYP with 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 CYP. These may include interactions that are beyond a CYP's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the CYP from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing CYP frequently to feel frightened or in danger, or the exploitation or corruption of CYP. Some level of emotional abuse is involved in all types of maltreatment of a CYP, although it may occur alone.

Sexual Abuse: involves forcing or enticing a CYP to take part in sexual activities, not necessarily involving a high level of violence, whether or not the CYP 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. The activities may also include non-contact activities, such as involving CYP in looking at, or in the production of, sexual images, watching sexual activities, encouraging CYP to behave in sexually inappropriate ways, or grooming a CYP 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 CYP. The sexual abuse of CYP by other CYP is a specific safeguarding issue in education (See section 7: Specific Safeguarding Issues and Appendix A).

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. (*Source KCSiE*).

7. Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put CYP at risk of harm. Behaviours linked to issues such as of drug taking, alcohol abuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that CYP are at risk.

7.1 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a CYP into sexual or criminal activity.

7.2 Female Genital Mutilation (FGM)

Whilst all staff should speak to the DSL (or Deputy DSL) with regard to any concerns about FGM, there is a specific legal duty on teachers to report cases of FGM to the police.

7.3 Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a CYP has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

If staff have a mental health concern about a CYP that is also a safeguarding concern, immediate action should be taken by speaking to the DSL (or Deputy DSL) and should be reported in the same way as reporting all other safeguarding concerns.

More information can be found in the [Mental Health and Behaviour in Schools Guidance](#).

7.4 Peer-on-Peer Abuse

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:

- abuse in intimate personal relationships between peers;
- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse);

- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element, which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting, which, typically, involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery); and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should recognise that it is more likely that girls are the victims and boys are the perpetrators of peer-on-peer abuse. Notwithstanding this, all peer-on-peer abuse is unacceptable and is taken very seriously.

All staff should be clear about the DET/School procedures with regards to peer-on-peer abuse and the important role they have to play in preventing it and responding where they believe a CYP may be at risk from it.

See 11.1 for procedures for dealing with peer-on-peer abuse.

7.5 Serious Violence

All staff should be aware of the indicators, which may signal that CYP 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 CYP have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors, which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between CYP outside of School. All staff should consider whether CYP are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and CYP can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation, and serious youth violence.

All staff, especially the DSL (or Deputy DSL), should consider the context within which such incidents and/or behaviours occur. This is known as Contextual Safeguarding. Children's Social Care assessments of CYP should consider whether wider environmental factors are present in a CYP's life that are a threat

to his/her safety and/or welfare. It is important that staff provide as much information as possible as part of the referral process.

Further information about specific forms of abuse and safeguarding issues is detailed in Appendix A. All staff should familiarise themselves with this.

8. Children Potentially at Greater Risk of Harm

The TB and LSCs recognise that, whilst all CYP should be protected, there are some groups of CYP that are, potentially, at greater risk of harm and, in some cases, these CYP may find it difficult to communicate what is happening to them.

8.1 Children with SEND and/or Physical Health Issues

CYP with SEND and/or physical health issues can face additional safeguarding challenges, both in terms of their vulnerability and also in terms of being able to report abuse.

Staff should avoid making assumptions that indicators of possible abuse such as behaviour, mood and injury may relate to the CYP's disability or medical condition without further exploration.

Staff should also be aware that these CYP may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other CYP. Similarly, staff should be aware of the potential for CYP with SEND or certain medical conditions being disproportionately impacted by behaviours, such as bullying, without outwardly showing signs or being able to communicate how they are feeling.

8.2 Children who need a Social Worker (Child in Need and Child Protection Plans)

CYP may need a social worker due to complex safeguarding or welfare needs. CYP may need this help due to abuse, neglect and complex family circumstances. A CYP's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, education, behaviour and mental health.

The TB and LSCs expect that the LA shares the fact that a CYP has a social worker, and the DSL (or Deputy DSL) holds and uses this information so that decisions can be made in the best interests of the CYP's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both LAs and DET/School to safeguard and promote the welfare of CYP.

Where CYP need a social worker, this should inform decisions about safeguarding, for example, responding to unauthorised absence or missing education where there are known safeguarding risks and about promoting welfare, for example, considering the provision of pastoral and/or academic support, alongside action by statutory services. It is the responsibility of the Virtual Headteacher to promote the education of CYP, who have a social worker and is done through regular contact (formal meetings and correspondence) with each School's Safeguarding team.

8.3 Children Missing from Education

CYP missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.

It is important that DET/its Schools' response to CYP missing from education supports identifying such abuse and also helps prevent the risk of the CYP going missing in the future. This includes when problems

are first emerging, but also where CYP are already known to LA children's Social Care and need a social worker, where going missing from education may increase known safeguarding risks within the family or in the community. As such, all staff should be aware of the School's safeguarding response to children missing from education.

8.4 Children Requiring Mental Health Support

Mental health problems can, in some cases, be an indicator that a CYP has suffered or is at risk of suffering abuse, neglect or exploitation.

The TB and LSCs ensure that there is a clear system and process in place for identifying possible mental health problems, including routes to escalate, and a clear referral and accountability system.

8.5 Elective Home Education (EHE)

Whilst many home-educated CYP have an overwhelmingly positive learning experience and the expectation is that the parent/carer decision to home-educate is made with the CYP's best education at the heart of the decision, this is not the case for all, and home education can mean that some CYP are less visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016, the Education (Pupil Registration) (England) Regulations 2006 were amended such that DET/its Schools must inform the relevant LA of all deletions from their admission register when a child is taken off roll.

Where a parent/carer has expressed his/her intention to remove a CYP from School with a view to educating at home, DET and its Schools work with the LA and other key professionals to coordinate a meeting with parents/carers, where possible. Ideally, this would be before a final decision has been made, to ensure that the parents/carers have considered what is in the best interests of each child.

This is particularly important where a CYP has SEND, is vulnerable, and/or has a social worker.

9. Curriculum

The TB and LSCs ensure that CYP are taught about safeguarding, including online safety, through teaching and learning opportunities as part of a broad and balanced curriculum. This is in order to help CYP stay safe, recognise when they do not feel safe and identify who they might or can talk to.

This includes covering relevant issues through Relationships Education (*primary pupils*) and Relationships and Sex Education (also known as Sex and Relationship Education) (*secondary pupils*), through Health Education (*primary and secondary pupils*) and through Personal, Social, Health and Citizenship Education (PSHCE).

The TB and LSCs also ensure that there is a comprehensive curriculum response to online safety issues, enabling CYP and their parents/carers to learn about the risks of new technologies, communication and social media and how to use these responsibly.

DET and its Schools ensure that there are appropriate filters and monitoring systems in place to safeguard CYP from potentially harmful and inappropriate online material.

10. Online Safety

The use of technology has become a significant component of many safeguarding issues such as CSE, radicalisation and sexual predation and technology often provides the platform that facilitates such harm.

Online safety issues can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful content. For example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, or radical and extremist views;
- Contact: being exposed to harmful online interaction with other users. For example, peer-on-peer pressure, commercial advertising, as well as adults posing as children or young adults with the intention of grooming or exploiting them for sexual, criminal, financial or other purposes;
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images, or online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams. Concerns should be reported to the [Anti-Phishing Working Group](#).

The TB and LSCs have due regard to the additional information and support set out in KCSiE and ensure that the Schools have a whole DET approach to online safety and have a clear policy on use of communications technology in School. The safeguarding risks associated with communications technology are the reason for the banning of mobile phones in all DET schools.

The TB and LSCs ensure that an annual review is undertaken of the DET/School approach to online safety, supported by an annual risk assessment that considers and reflects the risks that CYP face online.

School staff can access resources, information and support as set out in Annex D of KCSiE.

11. Procedures

If a member of staff notices any indicators of abuse/neglect or signs that a CYP may be experiencing a safeguarding issue, they should record their concerns in accordance with School procedures/protocols and ensure that the DSL (or Deputy DSL) is immediately made aware.

What to do if you are concerned

If a CYP makes an allegation or disclosure of abuse against an adult or another CYP, it is important to:

- Stay calm and listen carefully;
- Accept what is being said;
- Allow the CYP to talk freely – do not interrupt or put words in the CYP's mouth;
- Only ask questions when necessary to clarify – do not investigate or ask leading questions;
- Reassure the CYP, but do not make promises, which it might not be possible to keep;
- Not promise confidentiality;
- Emphasise that it was the right thing to tell someone;
- Reassure the CYP that what has happened is not their fault;
- Not criticise the perpetrator;
- Explain what has to be done next and who has to be told;

- Make a written (physical or electronic) record in accordance with School procedures/protocols;
- Not include an opinion without stating it is a personal opinion;
- Pass the information, using School procedures/protocols, to the DSL (or Deputy DSL) without delay;
- Consider seeking support and discuss this with the DSL (or Deputy DSL) as dealing with a disclosure can be distressing.

When a record of a safeguarding concern is received by the DSL (or Deputy DSL), the DSL (or Deputy DSL) records the time and date the record of concern was received. The DSL (or Deputy DSL) assesses the concern and, taking into account any other safeguarding information known about the CYP, considers whether it suggests that the threshold of significant harm, or risk of significant harm, has been reached. If the DSL (or Deputy DSL) is unsure whether the threshold has been met, they contact relevant agencies. Where appropriate, and/or if requested to do so, the DSL (or Deputy DSL) completes and submits a referral form online.

Where the DSL (or Deputy DSL) believes that a CYP may be at imminent and significant harm/risk of harm, they should call Social Services immediately and, where appropriate, and if requested to do so, complete and submit the relevant referral form online, within 24 hours, to confirm the referral.

Where a safeguarding concern does not meet the threshold for completion and submission of the relevant referral form, the DSL (or Deputy DSL) should record how this decision has been reached and should consider whether additional needs of the CYP have been identified that might be met by a coordinated offer of early help.

School staff might be required to contribute to multi-agency plans to provide additional support to CYP. This might include attendance at child protection conferences or core group meetings. DET and its Schools are committed to providing as much relevant, up-to-date information about the CYP as possible, including submitting reports for child protection conferences in advance of the meeting in accordance with procedures and timescales.

Where reasonably possible, DET and its Schools are committed to obtaining more than one emergency contact number for each pupil.

School staff must ensure that they are aware of the procedure to follow when a CYP goes missing from education - the LA, Social Care and the police should all be informed.

11.1 Peer-on-Peer/Child-on-Child Abuse

In most instances, the conduct of CYP towards each other is covered by the Schools' behaviour policies. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. DET and its Schools are clear that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

Staff should be aware that issues associated with disability, ethnicity, gender, and sexual orientation may make it more difficult for CYP to report abuse.

All staff should recognise that it is more likely that girls are the victims and boys are the perpetrators of peer-on-peer abuse. Notwithstanding this, all peer-on-peer abuse is unacceptable and is taken very seriously.

Peer-on-peer abuse can manifest itself in many ways and may include sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing

physical harm, sexting (also known as self-generated indecent images), initiation/hazing type violence and rituals.

Any incidents of peer-on-peer abuse of a serious safeguarding nature are managed in accordance with the below detail:

11.1.1 Response to an Incident/Allegation

The wellbeing of CYP is always central to DET and its Schools' response to an allegation or incident of harmful sexual behaviour. Any CYP reporting a concern is treated respectfully and is reassured that they are being taken seriously and that they will be supported and kept safe; no CYP is given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a CYP ever be made to feel ashamed for making a report.

DET/School staff never promise confidentiality to a CYP as the concern needs to be shared further. The DSL (or Deputy DSL) is informed as soon as possible of any incident and the details may also need to be shared with Children's Social Care/the police and other specialist agencies. DET and its Schools have effective working relationships with all safeguarding partners, which are essential to ensuring that concerns are appropriately managed.

Next steps are explained to the CYP so that they fully understands what is to happen, including who is to be informed. Where the CYP already has Social Care involvement, such as a Looked After Child, a Child in Need or a child with a Child Protection Plan, DET/its Schools inform the child's Social Worker and work in partnership with them as appropriate.

Whilst the facts of the case are established and the process of liaising with other agencies is started, as appropriate, every effort is made to keep the victim and the alleged perpetrator a reasonable distance apart on school premises, and where applicable, on transport to and from the School.

Where an incident involves an online element, DET/Schools work in accordance with appropriate guidance, taking advice from other partners as necessary. DET/School staff do not view an indecent image of a CYP unless absolutely necessary and do not forward an indecent image of a CYP for any reason.

DET and its Schools recognise the challenges in CYP reporting peer-on-peer abuse and work from an assumption that it is happening in our Schools, even when it has not been reported.

Recording

It is essential that information relating to allegations about harmful sexual behaviour are recorded within School, as with any other child protection concern and in line with this policy. The record may form part of a statutory assessment by Children's Social Care or by another agency.

Any member of staff receiving a disclosure of harmful sexual behaviour or noticing signs or indicators of this, records it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. The facts are recorded as the CYP presents them.

The record is then presented to the DSL (or Deputy DSL), who decides on appropriate action and records this accordingly.

If a CYP is at immediate risk of harm, staff speak to the DSL (or Deputy DSL) first, and deal with recording as soon as possible afterwards.

All related concerns, discussions, decisions, and reasons for decisions are dated and include the action taken.

Investigation

The DSL (or Deputy DSL) is responsible for leading investigations, and for liaising with other agencies as appropriate, for example Children's Social Care and the police. They are also the main point of contact for parents/carers. The DSL (or Deputy DSL) ensures that there are accurate records at each stage of the investigation and that any supporting information is included in the child protection files.

Risk Assessment

DET and its Schools complete a risk assessment following a report of harmful sexual behaviour, considering all CYP involved in an incident. DET and its Schools also consider all other CYP at a School and any actions that may be appropriate to protect them.

Risk assessments are regularly reviewed to ensure that they remain relevant and fit for purpose. Where appropriate, the affected CYP and their parents/carers are invited to contribute to the completion and review of the risk assessment.

11.1.2 Guiding Principles

The safety of all DET CYP is paramount. DET and its Schools use a proportionate approach, basing all actions on the principle that harmful sexual behaviour is not acceptable and is not to be tolerated.

All concerns are considered carefully and on a case-by-case basis, underpinned by robust risk assessments. All actions are not judgemental about the guilt of the alleged perpetrator and are always taken in the interests of all CYP concerned.

This approach helps DET and its Schools to ensure that all CYP are protected and supported appropriately. The following principles act as a guide:

- the wishes of the CYP in terms of how they want to proceed – the victim is given as much control as is reasonably possible over decisions regarding how any investigation is to be progressed and any support that they are offered;
- the nature of the alleged incident(s), including whether a crime may have been committed;

- the ages and developmental stages of all CYP involved;
- consideration of any power imbalance between the CYP, for example, is the alleged perpetrator significantly older, more mature, or more confident/does the victim have a disability or learning difficulty?
- consideration of whether the alleged incident is a one-off or a sustained pattern of abuse;
- consideration of any ongoing risks to the victim, other CYP, or staff;
- consideration of any other related issues and wider context.

11.1.3 Supporting the Pupil, who has Allegedly Experienced Harmful Sexual Behaviour

DET and its Schools assess what short-term and long-term support a CYP may need to help them manage the immediate aftermath of an incident, and to recover from what they have experienced. The CYP's existing support network is central to this work; DET and its Schools work with other partners as appropriate and in accordance with the CYP's wishes and, wherever appropriate, in discussion with parents/carers.

DET and its Schools consider what is necessary to support the CYP straightaway, for example by making adaptations to their timetable and in-school support and taking steps to protect them from attention or peer pressure that they may experience due to making a report. This work is guided by a robust risk assessment process and DET and its Schools ensure that the CYP and their parents/carers have an opportunity to contribute. DET and its Schools also ensure that there is regular review of arrangements to be confident that they meet the needs of all involved.

It may be necessary to make requests for support to mental health and wellbeing services or for therapeutic intervention. DET and its Schools may also need to link with other agencies to remove inappropriate material from the Internet, such as the [Internet Watch Foundation](#).

11.1.4 Supporting the Pupil, who has Allegedly Displayed Harmful Sexual Behaviour

DET and its Schools have a duty of care to all CYP, and CYP, who have displayed abusive or harmful sexual behaviour are protected and supported. This is done through consideration of the needs of the CYP, any risks to their safety and what multi-agency responses are needed to support them and their family. This work is guided by a robust risk assessment process and DET and its Schools ensure that the CYP and their parents/carers have an opportunity to contribute. DET and its Schools also ensure that there is regular review of arrangements to be confident that they meet the needs of all involved.

Some CYP may not realise that they have behaved abusively. DET and its Schools avoid using language that may make them feel judged or criminalised and ensure that any intervention is at the least intrusive level required to effectively address the behaviour.

DET and its Schools consider appropriate sanctions using School behaviour policies, and work with the CYP and their support network to consider measures that may help to address the CYP's behaviour.

11.1.5 Investigation Outcomes

Investigation of an allegation or incident of peer-on-peer abuse as set out in this policy enables DET and its Schools to determine the outcome, working with safeguarding partners as appropriate. DET and its Schools always seek to ensure that the outcome of an investigation is appropriate and proportionate to the circumstances in relation to the report. Various options are available, as set out below:

Manage Internally

In some cases, for example, one-off incidents, DET and its Schools may take the view that the CYP concerned are not in need of early help or statutory intervention. In these cases, other DET/School policies are used to address matters, for example behaviour/anti-bullying policies.

DET and its Schools also consider what support the CYP involved may need going forward - for example, pastoral support, counselling services, and ensure that there is a trusted adult for those affected to speak with if they wish to. DET and its Schools also consider whether any intervention or support is required as part of a whole setting approach or with the wider DET/School community.

Early Help

Where statutory intervention is not required or agreed, early help may be used instead. This means providing support as soon as a problem emerges, at any point in a CYP's life. DET and its Schools work with parents/carers and other relevant partners when following this approach, which can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation.

Requests for Support to Children's Social Care

Where a CYP has been harmed, is at risk of harm, or is in immediate danger, DET and its Schools make a request for support to Children's Social Care. Parents/carers are generally informed of this unless to do so may put a CYP at additional risk. The advice from other partners is sought on such matters.

If a request for support is made, Children's Social Care considers whether the CYP involved is in need of protection or other services. Where statutory assessments are appropriate, DET and its Schools work with Children's Social Care and other agencies as appropriate. Partnership working helps to ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other CYP that require support.

Children's Social Care assessments should consider where children are being harmed in contexts outside the home. It is, therefore, important that schools and colleges provide as much information as possible as part of the referral process. This allows any assessment to consider all available evidence and enables a contextual approach to address such harm. Refer [Contextual Safeguarding](#) for further information.

In some cases, Children's Social Care review the evidence and decide a statutory intervention is not appropriate. If a statutory assessment is not considered appropriate by Children's Social Care, DET and its Schools consider what other support may be required and make further requests for support to Children's Social Care if a CYP remains in immediate danger or at risk of harm.

Reporting to the Police

Where a report of rape, assault by penetration or sexual assault is made, DET and its Schools report it to the police. Parents/carers are generally informed about reports of sexual abuse, unless to do so may put a CYP at additional risk. Advice from other partners is sought in individual cases.

In circumstances where parents/carers have not been informed, DET and its Schools ensure that the CYP is supported in any decision taken. This is likely to be with the support of Children's Social Care and any appropriate specialist agencies.

Where a report to the police is made, DET and its Schools consult with them and agree what information can be disclosed to staff and others, in particular the alleged perpetrator and his/her parents/carers. The best way to protect the victim and their anonymity is also discussed.

Where there is a criminal investigation, DET and its Schools work closely with the police and other agencies as appropriate to support all CYP involved (including potential witnesses). This helps to ensure that any actions taken do not jeopardise a police investigation. Sometimes the police decide that further action is not required. In these circumstances, DET and its Schools continue to engage with other agencies to support the CYP involved.

12. Information Sharing, Record Keeping and Confidentiality

Information sharing is vital in safeguarding CYP by identifying and tackling all forms of abuse and neglect, and in promoting CYP welfare, including educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

As part of meeting a CYP's needs, DET and its Schools understand that it is critical to recognise the importance of information sharing between professionals and local agencies and contribute to multi-agency working in line with Working Together to Safeguard Children. Where there are concerns about the safety of a CYP, 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 CYP 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. Staff should not assume that a colleague or another professional will take action and share information that might be critical in keeping CYP safe.

Staff have regard to the Government guidance: [Information sharing: advice for practitioners providing safeguarding services](#), which supports staff, who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act (DPA) 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL (or Deputy DSL).

Well-kept records are essential to good Child Protection practice. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed-up and resolved;

- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the DSL (or Deputy DSL).

DET and its Schools recognise that confidentiality should be maintained in respect of all matters relating to Child Protection. Information on individual Child Protection cases may be shared by the DSL (or Deputy DSL) with other relevant members of staff. This is on a 'need to know' basis and where it is in the CYP's best interests to do so.

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or CYP) or promise a CYP to keep a secret, which might compromise the CYP's safety or wellbeing.

As well as allowing for information sharing, in circumstances where it is warranted because it would put a CYP at risk of serious harm, the DPA 2018 and the GDPR allow schools to withhold information. This may be particularly relevant where a CYP is affected by domestic abuse perpetuated by a parent/carer.

Ordinarily, DET and its Schools always undertake to share its intention to refer a CYP to Social Care with parents/carers unless to do so could put the CYP at greater risk of harm or impede a criminal investigation. If in doubt, staff consult with relevant agencies for advice.

Where a CYP leaves a School, the DSL (or Deputy DSL) ensures that their child protection file is transferred to the new school as soon as possible (within five days for an in-year transfer or within the first five days of the start of a new term). The file is transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

13. Managing Allegations made against Teachers, including Supply Teachers, Other Staff, Volunteers and Contractors

DET and its Schools recognise the possibility that adults working in the Trust and in the Schools, including Trustees, Local Governors, volunteers, supply teachers and agency staff, may harm CYP.

Low Level Concerns About Staff Behaviour

It is for the HT to decide whether a concern is an allegation or a low-level concern. The term "low-level concern" does not mean that the concern is insignificant; it means that the behaviour towards a CYP does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

A concern may be graded "low-level", if it does not meet the criteria for an allegation; and the person has acted in a way that is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to; being over-friendly with CYP; having favourites; taking photographs of CYP on a mobile phone; engaging with a CYP on a one-to-one basis in a secluded area or behind a closed door; or using inappropriate sexualised, intimidating or offensive language.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation, which could be misinterpreted, might appear compromising to others, and/or, on reflection, where they believe that they have behaved in such a way that they consider falls below the expected professional standards.

An allegation is any information, which indicates that an adult engaged to work/volunteer at DET/its Schools may have:

- behaved in a way that has harmed a CYP, or may have harmed a CYP;
- possibly committed a criminal offence against or related to a CYP; or
- behaved towards a CYP in a way that indicates that they may pose a risk of harm to CYP; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with CYP.

This applies to any CYP that the member of staff, Trustee, Local Governor, supply teacher, volunteer or contractor has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in a DET School.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a CYP, parent/carer or other adult within or outside of DET/its Schools; or as a result of vetting checks undertaken.

If any member of staff has concerns that a colleague, supply teacher, volunteer or contractor might pose a risk to CYP, it is their duty to report these concerns to the HT. Where the concerns or allegations are about the HT, these concerns should be referred to the Chief Executive Officer (CEO). Where the concerns or allegations are about the CEO, these concerns should be referred to the Chair of the TB. Where the concerns or allegations are about a Member/Trustee, these concerns should be referred to the Chair of the TB. Where the concerns or allegations are about a Local Governor, these concerns should be referred to the Chair of the LSC. Where the concerns or allegations are about the Chair of the TB/LSC, these concerns should be referred to the Vice Chair of the TB/LSC or, where that person is unavailable, to the Safeguarding Trustee/Safeguarding Local Governor.

The person to whom concerns have been advised should report those concerns to the LADO within one working day.

The Essex County Council LADO can be contacted via email on lado@essex.gov.uk or by using the LADO central telephone number 03330 139 797 for allegations against all staff and volunteers.

The Southend City Council LADO can be contacted via email on safeguardingforchildren@southend.gov.uk (or allisonfrancis@southend.gov.uk) or by telephone 01702 534591 (or 01702 534539) for allegations against all staff and volunteers.

Refer also to the DET Procedure for Dealing with Safeguarding Allegations Against Adults in School document.

14. Use of School Premises for Non-School Activities

The TB/LSCs ensure that, where School facilities/premises are hired or rented out to organisations or individuals, sports associations or service providers to run community or extra-curricular activities, appropriate arrangements are in place to keep CYP safe.

The TB/LSCs seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these, as needed. Arrangements are also put in place for the body hiring or renting the School facilities or premises to liaise with the School on these matters, where appropriate.

Where a lease or hire agreement is entered into, the TB/LSCs ensure that safeguarding requirements are included as a condition of use and occupation of the premises; this makes clear that any failure to comply would lead to termination of the agreement.

Specifically, where a School site is shared with a third party and third party members of staff and visitors attend site during normal School operating hours, i.e. 07.30 to 17.00, Monday to Friday, those members of staff and visitors are required to complete a satisfactory enhanced Disclosure and Barring Service (DBS) check (at the third party's expense), which must be evidenced to the School, or failing that, be chaperoned by the third party at all times whilst on the School site and outside of the third party site.

For the purposes of this clause, "chaperoned" means that an individual(s) must be accompanied by a person, who has completed a satisfactory enhanced DBS check, at all times whilst on the School site and outside of the third party site.

15. 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 (DfE) believes that the adoption of a "no contact policy" at a school can leave staff unable to fully support and protect its pupils. There are circumstances when it is appropriate for staff to use reasonable force to safeguard CYP, such as guiding a child to safety or breaking up a fight. "Reasonable" means using no more force than is needed. DET and its Schools work in accordance with statutory and local guidance on the use of reasonable force and recognise that, where intervention is required, it should always be considered in a safeguarding context.

16. Whistleblowing

The TB/LSCs recognise that CYP cannot be expected to raise concerns in an environment where staff fail to do so.

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, CYP in the Schools or members of the public.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions/inactions of colleagues, poor or unsafe practice and potential failures in the DET/Schools' safeguarding arrangements.

The TB/LSCs would wish for everyone in the School community to feel able to report any child protection/safeguarding concerns through existing procedures within School, including the Complaints and Whistleblowing Policies, where necessary. However, for members of staff, who do not feel able to raise such concerns internally, there is a NSPCC whistleblowing helpline. Staff can call 0800 028 0285 (line available from 8.00am to 8.00pm, Monday to Friday) or email: help@nspcc.org.uk

17. Useful Contacts

LADO (Essex County Council) - lado@essex.gov.uk /03330 139 797

LADO (Southend City Council) – safeguardingforchildren@southend.gov.uk (or allisonfrancis@southend.gov.uk) /01702 534591 (or 01702 534539)

Essex Safeguarding Children Board – 0345 603 7627

Southend Safeguarding Partnership – 01702 215007

NSPCC Child Protection Helpline – 0808 800 5000

Childline (Freephone) – 0800 1111

Child Exploitation and Online Protection Command

Prevent Duty Guidance

Appendix A Further Information on Specific Safeguarding Issues

(Source: Annex B, KCSiE)

Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known, but not related to the victim (such as neighbours, friends and acquaintances) and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence, for example, as they start walking to school on their own, it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

Is it important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org.

Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children Missing from Education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to a conflict zone, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

Children with Family Members in Prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into any criminal 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 and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can affect children, both male and female and can include CYP, who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below section for more information), forced to shoplift or pickpocket, or to threaten other young people. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

It is important to note that the experience of girls, who are criminally exploited, can be very different to that of boys. The indicators may not be the same, however, professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at a higher risk of sexual exploitation (see below).

Some of the following can be indicators of CCE:

- Children, who appear with unexplained gifts or new possessions;
- Children, who associate with other young people involved in exploitation;
- Children, who suffer from changes in emotional wellbeing;
- Children, who misuse drugs and alcohol;
- Children, who go missing for periods of time or regularly come home late; and
- Children, who regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds, who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge, for example, through others copying videos or images they have created and posted on social media.

The above CCE indicators can also be indicators of CSE, as can:

- Children, who have older boyfriends or girlfriends; and
- Children, who suffer from sexually transmitted infections or become pregnant.

The DfE provides: [Child sexual exploitation: guide for practitioners](#)

County Lines

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK – no specified distance of travel is required.

Exploitation is an integral part of the County Lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into County Lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as County Lines gangs create drugs debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the County Lines network.

One of the ways of identifying potential involvement in County Lines is missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in County Lines, a Safeguarding referral should be considered alongside consideration of availability of local services/third sector providers, who offer support to victims of County Lines exploitation.

Further information on the signs of a young person's involvement in County Lines is available in guidance published by the Home Office.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen offline, but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

CYP with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a CYP in this area, the DSL (or Deputy DSL), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where CYP are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online and child sexual abuse and exploitation, nor other areas of concern such as online bullying or general on-line safety. Additional advice can be found at: [Cyber Choices](#), ['NPCC- When to call the Police'](#) and [National Cyber Security Centre - NCSC.GOV.UK](#).

Domestic Abuse

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time:

Definition

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[NSPCC-UK domestic-abuse signs symptoms effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#)

[Safelives: young people and domestic abuse](#)

Homelessness

Being homeless or at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into Children's Social Care, where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of

their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties - [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases, school and college staff will be considering homelessness in the context of children, who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living independently from their family home and will require a different level of intervention and support. Children's Services will be the lead agency for these young people and the DSL (or Deputy DSL) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have just published joint statutory guidance on the provision of accommodation for 16- and 17- year olds, who may be homeless and/or require accommodation: [here](#)

So-Called 'Honour-Based' Abuse (including Female Genital Mutilation and Forced Marriage)

So-called honour-based abuse (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the DSL (or Deputy DSL). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and Children's Social Care. Where FGM has taken place, since 31 October 2015, there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by Section 74 of the Serious Crime Act 2016) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers must personally report to the police, cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's DSL (or Deputy DSL) and involve Children's Social Care, as appropriate. The duty does not apply in relation to at risk or suspected cases, i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence, or in cases where the woman is 18 or over. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Forced Marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example.) Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage, Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmf@fco.gov.uk.

Modern Slavery and the National Referral Mechanism (NRM)

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance – [Modern Slavery: how to identify and support victims](#).

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a school's or college's safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the Government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children, who may be at risk of radicalisation and act proportionately, which may include the DSL (or Deputy DSL) making a referral to the Channel programme.

The school's DSL (and any Deputy DSL(s)) should be aware of local procedures for making a Prevent referral.

The Prevent Duty

All schools and colleges are subject to a duty under Section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), 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.

The Prevent Duty should be seen as part of schools' and colleges' wider safeguarding obligations. DSLs and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Channel

Channel is a voluntary, confidential support programme, which focuses on providing support at an early stage to people, who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

The DSL (or Deputy DSL) should consider if it is appropriate to share any information with a new school or college in advance of a CYP leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the Channel programme, and have that support in place for when the CYP arrives.

Guidance on Channel is available at: Channel Guidance.

Additional Support

The department has published advice for schools on the Prevent Duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Educate Against Hate, a website launched by Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Peer-on-Peer/Child-on-Child Abuse

Children can abuse other children. This is generally referred to as peer-on-peer abuse and can take many forms. It can happen both inside and outside of school and online. It can include, but is not limited to: abuse within intimate partner relationships; bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; consensual and non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party and initiating/hazing type violence and rituals.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps to prevent problematic, abusive and/or violent behaviour in the future.

Serious Violence

All staff should be aware of the indicators, which may signal CYP are at risk from, or are 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 CYP have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors, which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Sexual Violence and Sexual Harassment between Children in Schools and Colleges

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children, who are victims of sexual violence and sexual harassment, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risk normalising them.

What is Sexual Violence and Sexual Harassment?

Sexual Violence

It is important that school and college staff are aware of sexual violence and the fact that children can, and sometimes do, abuse their peers in this way. When referring to sexual violence, we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is Consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity, but not another, for example, to vaginal, but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual Harassment

When referring to sexual harassment, we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment - this may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats; and
 - upskirting

Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a CYP or a CYP makes a report to them, they should follow the referral process as set out from paragraph 55 and in the flowchart on page 23 of Part 1 of KCSiE. As is always the case, if staff are in any doubt as to what to do, they should speak to the DSL (or Deputy DSL).

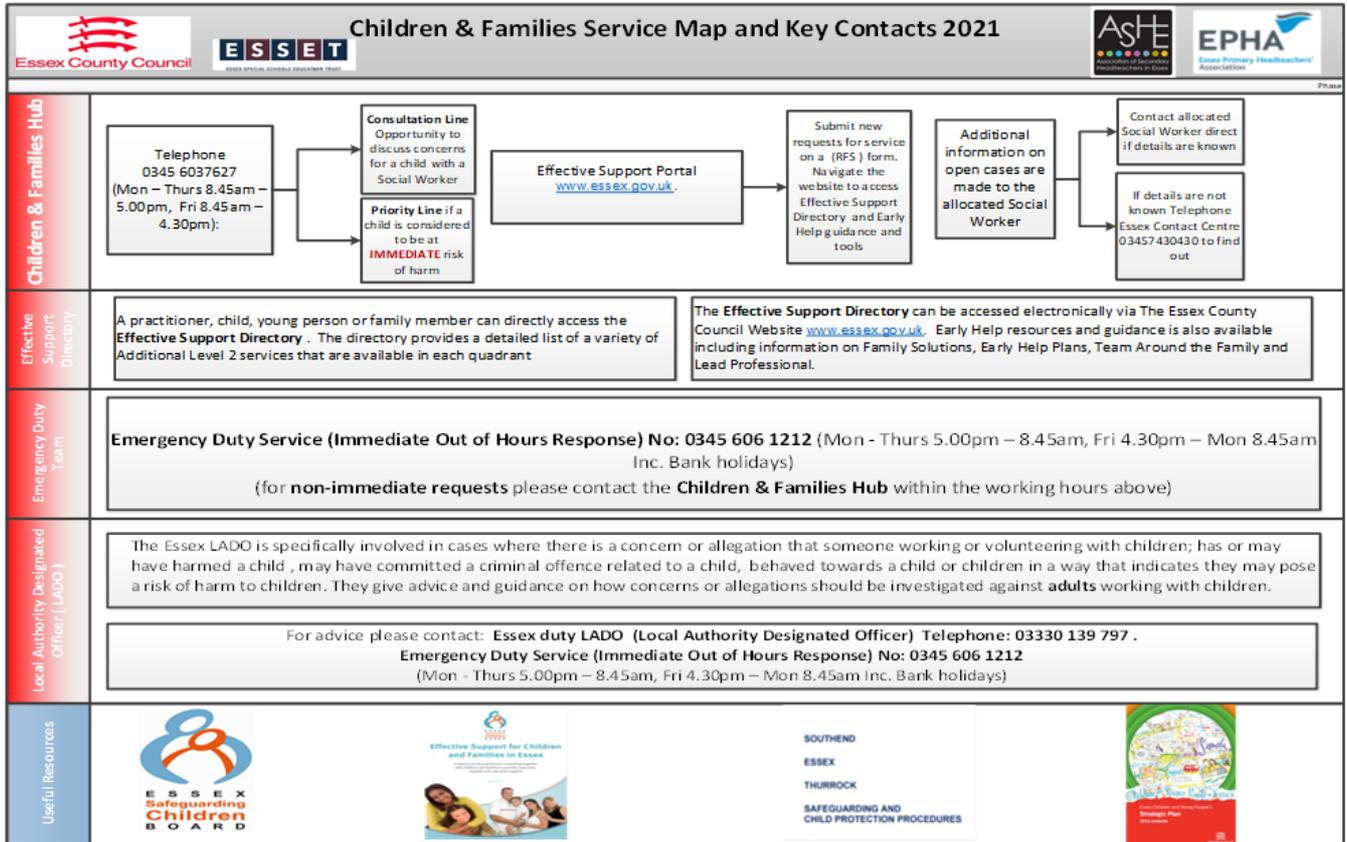
Appendix B Additional Advice and Support

Abuse or Safeguarding Issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE
	Relationship abuse: disrespect nobody	Home Office
Bullying	Preventing bullying including cyberbullying	DfE
Children and the Courts	Advice for 5-11-year-old witnesses in criminal courts	MoJ
	Advice for 12-17-year-old witnesses in criminal courts	MoJ
Children Missing from Education, Home or Care	Children missing education	DfE
	Children missing from home or care	DfE
	Children and adults missing strategy	Home Office
Children with Family Members in Prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS)
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and Home Office
Drugs	Drugs: advice for schools	DfE and ACPO
	Drugs strategy 2017	Home Office
	Information and advice on drugs	Talk to Frank website
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK

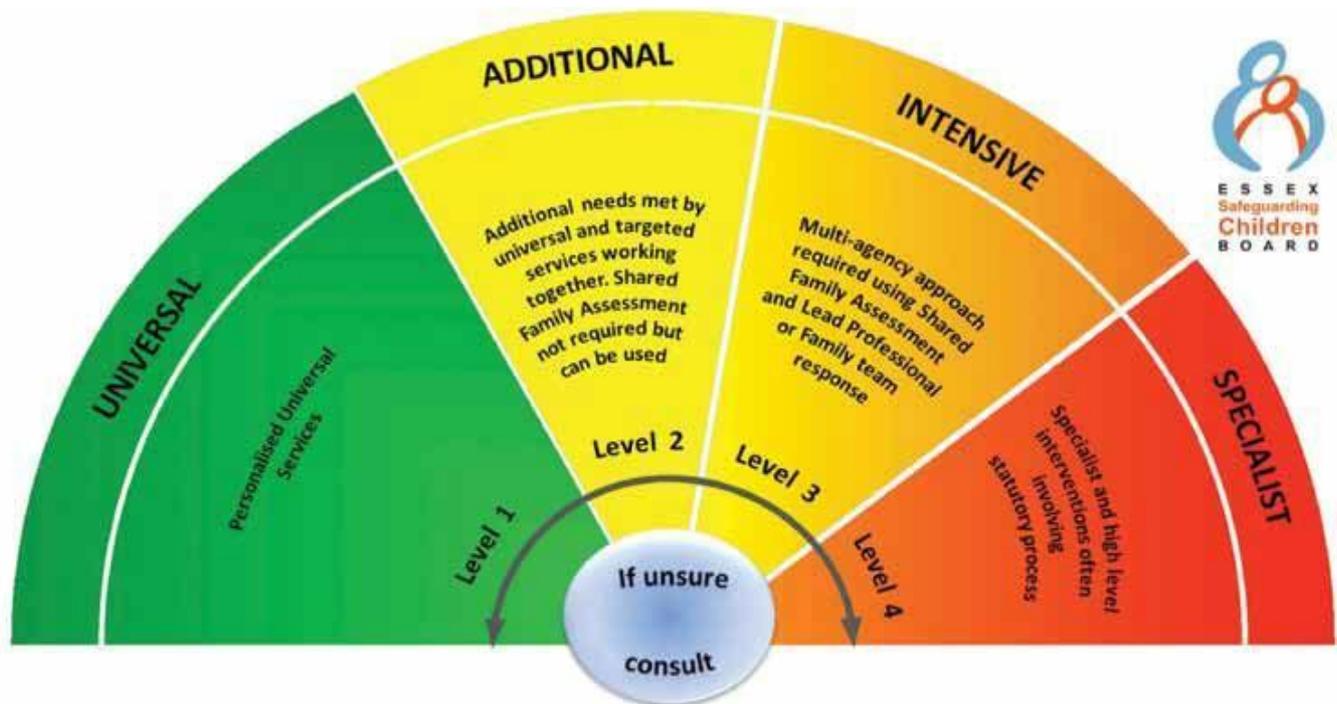
“Honour Based Abuse” (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and Home Office
	Forced marriage: statutory guidance and government advice	Foreign Commonwealth Office and Home Office
Health and Wellbeing	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England
	Medical conditions: supporting pupils at school	DfE
	Mental health and behaviour	DfE
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private Fostering	Private fostering: local authorities	DfE
Radicalisation	Prevent duty guidance	Home Office
	Prevent duty advice for schools	DfE
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office
	Ending violence against women and girls 2016-2020 strategy	Home Office
	Violence against women and girls: national statement of expectations for victims	Home Office
	Sexual violence and sexual harassment between children in schools and colleges	DfE
	Serious violence strategy	Home Office

Appendix C

Children and Families Service Map and Key Contacts



Appendix D Essex Effective Support Windscreen of Need and Levels of Intervention



All partners working with children, young people and their families will offer support as soon as they are aware of any additional needs. They 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 that 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, all partners seek to prevent more children and young people requiring statutory interventions and reactive specialist services