



Safeguarding Policy

Clarity Independent School

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Safeguarding Policy for Clarity Independent School

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Child Protection Policy for Clarity Independent School

1. Introduction

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

(Keeping Children Safe in Education – DfE, 2021)

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

- Keeping Children Safe in Education (KCSIE) DfE, 2021
- the school Behaviour Policy;
- the school E-Safety and Acceptable use of ICT Policy
- the school Safer Recruiting Policy
- the school Staff Code of Conduct;
- the safeguarding response to children missing from education (Education Access, CME (Children missing education) and EHE (Elective Home Education) team, Policy and Practice Guidance Document, Essex County Council)
- the role of the designated safeguarding lead (Annex B of KCSIE)

Safeguarding and promoting the welfare of children (*everyone under the age of 18*) is defined in **Keeping Children Safe in Education 2021** as:

- Protecting children from maltreatment;
- Preventing impairment of children’s mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.
- Our school has a whole-school approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do and underpins all systems, processes and policies. It is important that our values are understood and shared by all children, staff, parents / carers and the wider school community. Only by working in partnership, can we truly keep children safe.

2. Statutory framework

There is government guidance set out in [Working Together \(DfE, 2018\)](#) on how agencies must work in partnership to keep children safe. This guidance places a shared and equal duty on three Safeguarding Partners (the Local Authority, Police and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements. These arrangements sit under the [Essex Safeguarding Children Board \(ESCB\)](#). In Essex, the statutory partners are Essex County Council, Essex Police and five of the seven Clinical Commissioning Groups covering the county.

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

In Essex, all professionals must work in accordance with the [SET Procedures \(ESCB\)](#). Our school also works in accordance with the following legislation and guidance (*this is not an exhaustive list*):

[Keeping Children Safe in Education \(DfE, 2021\)](#)

[Working Together \(DfE, 2018\)](#)

Education Act (2002)

[Essex Effective Support](#)

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

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

Children and Social Work Act (2017)

[Children Missing Education - statutory guidance for local authorities \(DfE, 2016\)](#)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

[Information sharing advice for safeguarding practitioners \(HMG, 2018\)](#)

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

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

[Searching, screening and confiscation](#) (DfE, 2018)

Children Act (1989)

Children Act (2004)

[Preventing and Tackling Bullying \(DfE, 2017\)](#)

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

[Sexual violence and sexual harassment between children in schools and colleges \(DfE, 2021\)](#)

[Promoting positive emotional well-being and reducing the risk of suicide \(ESCB, 2018\)](#)

[Preventing youth violence and gang involvement \(Home Office, 2015\)](#)

[Criminal Exploitation of children and vulnerable adult - county lines guidance \(Home Office, 2018\)](#)

[Teaching on-line safety in schools \(DfE, 2019\)](#)

[Education Access Team CME / Home Education policy and practice \(ECC, 2018\)](#)

[Understanding and Supporting Behaviour - good practice for schools \(ECC, 2021\)](#)

3. Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within school/colleges and colleges and the Local Authority who have specific responsibilities under child protection procedures.

The names of those in our school with these specific responsibilities (the designated safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document. However, we are clear that safeguarding is everyone's responsibility and that everyone who comes into contact with children has a role to play.

The Headteacher

The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. The Headteacher works in accordance with all statutory requirements for safeguarding and is responsible for ensuring that safeguarding policies and procedures adopted by the governing body are followed by all staff.

The Designated Safeguarding Lead (and Deputy Designated Safeguarding Lead)

The designated safeguarding lead in school has ultimate lead responsibility for safeguarding and child protection. Their role includes managing child protection referrals, working with other agencies, ensuring all staff are appropriately trained and raising awareness of all safeguarding and child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Essex Children's Social Care (Children and Families Hub) are made in accordance with current SET procedures. They work with the local authority and the ESCB as required and ensure that information is shared appropriately.



The Headteacher/Deputy Designated Safeguarding Lead (DDSL) ensures that all staff members undergo Level 2 safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

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

The DSL, DDSL and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. They adhere to statutory responsibilities to check adults working with children and have recruitment and selection procedures in place (see the school's 'Safer Recruiting' policy for further information). They also ensure that volunteers / external contractors / specialists are appropriately supervised in school.

The deputy designated safeguarding lead is trained to the same standard as the designated safeguarding lead. If for any reason the designated safeguarding lead is unavailable, the deputy designated safeguarding lead will act in their absence.

All school staff

Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. Any child may benefit from early help and all staff members are aware of the local early help process and our role in it. They are aware of signs of abuse and neglect so they are able to identify children who may be in need of help or protection. All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so. If staff have any concerns about a child's welfare, they must act on them immediately and speak with (or preferably report using the pink form) the designated safeguarding lead (or deputy) – they do not assume that others have taken action.

4. Types of abuse / specific safeguarding issues

Keeping Children Safe in Education (DfE, 2021) defines **abuse** in the following way:

“Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.”

Keeping Children Safe in Education refers to four categories of abuse:

- Physical
- Emotional
- Sexual
- Neglect

Our staff will always reassure children who report abuse / victims of abuse that they are taken seriously and that they will be supported and kept safe. We will never make a child feel ashamed for reporting abuse, nor make them feel they are causing a problem.

All staff in our school are aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. All staff are aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). We understand that abuse, neglect and safeguarding issues are rarely 'stand-alone' events and that, in most cases, multiple issues will overlap.

In addition, staff are aware of other types of abuse and safeguarding issues that can put children at risk of harm, understand that behaviours linked to issues such as drug taking and/or alcohol abuse, deliberately missing education, going missing from home for prolonged periods or late at night, and consensual / non-consensual sharing of nudes and semi-nudes images can be signs that children are at risk.

Our staff are also aware that the social, emotional and mental health needs of our pupils make them particularly vulnerable to bullying, cyberbullying, radicalisation and grooming.

Please see Appendices for further information on these definitions.

Child criminal exploitation

Child criminal exploitation is a geographically widespread form of harm which is a typical feature of county lines criminal activity (county lines is when drug networks or gangs groom and exploit children to carry drugs and money from urban areas to

suburban areas and seaside towns). Our school works with key partners locally to prevent and respond to child criminal exploitation.

Child criminal exploitation (CCE) and Child Sexual Exploitation (CSE)

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. It may occur over time, or be a one-off occurrence. In Essex, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

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

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead will lead on these issues and work with other agencies as appropriate. This [one page process map](#) sets out arrangements for CSE in Essex.

Children missing from education

All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. It is also recognised that, when not in school, children may be vulnerable to or exposed to other risks, so we work with parents and other partners to keep children in school whenever possible.

Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency ([Education Access Team](#), Social Care or Police). Parents are required to provide at least two emergency contact numbers to the school, to enable us to communicate with someone if we need to.

Schools must inform the local authority of any pupil who has been absent without school permission for a continuous period of 10 days or more.

We work in accordance with the Essex Protocol for children who go missing during the school day (see Appendix I), to ensure that there is an appropriate response to children who go missing. (*please also refer to the Clarity Attendance Policy*)

Contextual safeguarding

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

Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour, and can include emotional, psychological, controlling or coercive behaviour, sexual and/or economic abuse. Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

So-called 'honour-based violence' (including Female Genital Mutilation and forced marriage)

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

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the

age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.

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

Guidance on Children at risk of forced marriage can be found on: <https://www.gov.uk/guidance/forced-marriage>. Tel 0207 008 0151 email fm@fco.gov.uk.

Mental health

Our staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We understand that, where children have suffered abuse or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Where we have concerns this may impact on mental health, we will seek advice and work with other agencies as appropriate to support a child and ensure they receive the help they need.

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

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

Online safety

We recognise that our children are growing up in an increasingly complex world, living their lives on and offline. This presents many positive and exciting opportunities, but we recognise it also presents challenges and risks. Any pupil can be vulnerable online, and their vulnerability can fluctuate depending on their age, developmental stage (intellectually, socially and emotionally) and personal circumstance. We want to equip our pupils with the knowledge needed to make the best use of the internet and

technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world.

The main areas of online risk could be categorised as:

content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, suicide, racist or radical and extremist views;

contact: being subjected to harmful online interaction with other users; for example peer to peer pressure, commercial advertising as well as adults posing as children or young adults with the intention to groom or exploit 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, or online bullying, or encouraging others to view inappropriate or explicit materials.

commerce: risks such as online gambling, inappropriate advertising, phishing and / or financial scams

Our school seeks to help children keep themselves safe online in a range of ways - further information about our approach to online safety is available in our E-safety and Acceptable use of ICT policy.

Peer on peer abuse

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and disobedient, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and that this may happen in school, or outside of it. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures. We will seek advice and support from other agencies as appropriate.

Our school recognises that, even though peer on peer abuse / harmful sexual abuse may not be reported, it is likely that it is occurring and we are clear that there is a zero tolerance to inappropriate or abusive behaviour. We understand the barriers which may prevent a child from reporting abuse and work actively to remove these.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, 'up-



skirting', 'sexting' or initiation / hazing type violence and rituals. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs, challenging inappropriate behaviours when they occur – we do not normalise abuse, nor allow a culture where it is tolerated.

We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse. We will never make a child feel ashamed for reporting abuse, nor that they are creating a problem by doing so.

For further information, please refer to:

- *the prevention of and response to Peer on peer abuse in Section 5: 'Procedures'*
- *the School's Behaviour policy and Anti-Bullying Policy*
- <https://www.anti-bullyingalliance.org.uk>

Prevention of radicalisation

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

It requires schools to:

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

Our school operates in accordance with local procedures for PREVENT and with other agencies, sharing information and concerns as appropriate. Where we have concerns about extremism or radicalisation, we will seek advice from appropriate agencies and, if necessary, refer to Social Care and / or the Channel Panel.



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

(<https://www.gov.uk/government/publications/channel-guidance>)

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

(<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>). Where we have concerns about extremism or radicalisation, we will seek advice from appropriate agencies and, if necessary, refer to Social Care and / or the Channel Panel. We may contact extremism@education.gov.uk for advice or telephone 020 7340 7264 (Monday – Friday 9am-6pm).

Serious violence

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

5. Children potentially at risk of greater harm

We recognise that some children may potentially be at risk of greater harm and require additional help and support. These may be children with a Child in Need or Child Protection Plan, those in Care or previously in Care or those requiring mental health support. We work with Social Care and other appropriate agencies to ensure there is a joined-up approach to planning for these children and that they receive the right help at the right time.

Our school understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration
- That they may be more prone to peer group isolation than others
- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication difficulties in overcoming these barriers

Early Help

Our school recognises that early help is crucial in supporting children and families before situations escalate to abuse. Possible risk identifiers for children who may need early help may be a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social; or criminal behaviour;
- is in a family circumstance presenting challenges for the child such as substance misuse, adult mental health problems or domestic violence and abuse;
- is showing early signs of abuse or neglect.

We follow the processes for early help, as identified in the Essex Effective Support for Children and Families toolkit (<https://www.essexeffectivesupport.org.uk>) which includes completing early help plans and TAF (Essex Team Around the Family) help plans (see Appendices.)

Looked after, previously looked after children and care leavers

Clarity Independent School recognises that looked after and previously looked after children and care leavers are particularly vulnerable due to their status and their pre-care experiences.

If concerns arise, Clarity Independent School will consult the Essex Safeguarding Children Board who have specialist knowledge of the issues faced by this cohort and for this reason, the designated safeguarding lead will consult with the designated professional to seek advice whenever there are concerns about the welfare of a looked after or previously looked after child or care leaver.

Additional Procedure:

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Children with special education needs or disabilities (SEND)

As a SEND school we are aware all of our children and young people are more vulnerable to harm and abuse and may be more likely to experience bullying. They may also have difficulty in reporting harm and abuse due to communications difficulties and hence, vital indicators may be missed by professionals.



School policies reflect these issues and recognise that staff need to be able to help this group to overcome barriers to seeking help. The school will follow the ESCB guidance. Additional guidance on safeguarding children with disabilities is available at: <https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance>.

Additional procedures

We provide initial training on induction for all staff on the additional safeguarding needs of children with disabilities.

We work with the Multi-Agency Support Partners and the ESCB to review the additional risks that pupils at Clarity Independent School may have to ensure that their health and wellbeing needs are met.

We work with EWMHS (Emotional, Wellbeing Mental Health Services) staff to support the SEMH needs of children and young people and ensure they are met, including the mental health needs of pupils. (Tel 0300 300 1600 9am-5pm Monday – Friday for advice and to make a referral.)

Safeguarding vulnerable groups

We are aware that some children and young people may be living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes and who may need help or intervention from Early Help Services or other agencies in order to overcome problems or keep them safe.

Clarity Independent School will adhere to the following policies in order to respond to the needs of these vulnerable groups.

Privately fostered children

Guidance can be found on p511 of the SET Child Protection procedures (2019):

<https://www.escb.co.uk/media/2086/set-procedures-oct-2019-updated-southend-logo.pdf>

Private fostering is defined in the Children Act 1989 as occurring when a child under 16 years old (or 18 if disabled) is living for more than 28 days in the care of someone who is not a close relative, guardian or someone with parental responsibility. Schools have a legal duty to notify Children's Social Care of any pupil they know to be privately fostered. Schools should contact the Essex Children and Families Hub of any private fostering arrangements that come to their notice.

Young carers

Guidance can be found on p487 of the SET Child Protection procedures (2019):



<https://www.escb.co.uk/media/2086/set-procedures-oct-2019-updated-southend-logo.pdf>

Young carers are children who provide care for their parents or siblings who can't always care for themselves because of physical or mental illness, disability or drug / alcohol abuse. Children may also be considered Secondary Young carers if they live with a family member who is cared for by the child's parent or sibling because of that family member's physical or mental illness, disability or drug/alcohol abuse. If schools have concerns about a pupil they believe to be a young carer, they can contact Family Action on 0207 254 6251 for advice and can refer the pupil on for services and support. Further details can be found on the website <https://www.family-action.org.uk>. If we are concerned a child may be a young carer, we will implement our Early Help procedures. Support may also be available for the family through KIDS (<https://www.kids.org.uk/Pages/Category/advice-and-support>.)

Young people at risk from gang activity or serious youth violence

ESCB has a comprehensive strategy for reducing the risks posed by gang activity, and schools can refer young people to the Young Person's Advocate based in the Youth Offending Service on 020 7974 6174 for advice. Please also see https://schools.essex.gov.uk/pupils/Safeguarding/Gangs_County%20Lines/Pages/default.aspx

For guidance on Criminal Exploitation of Children and Vulnerable Adults: County Lines Guidance by the Home Office, Feb 2020: <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Modern slavery and trafficked children

The ESCB protocol provides guidance for agencies where it is thought children have been trafficked into or within the UK or where they are vulnerable to modern slavery/forced labour. This includes young people who are criminally exploited under the county lines model. Advice can be sought from Children's Social Care by contacting the Children and Families Hub:

www.effectivesupport.org.uk

Tel: 0345 6037627

Gender identity



Children and Young adults who identify themselves as being part of the LGBTQ+ community may be living in circumstances that may put them at a higher risk of abuse, neglect, bullying, mental health difficulties or poor outcomes.

More information can be found in the document:

“School Report: The experiences of lesbian, gay, bi and trans young people in Britain’s schools in 2017.” (Stonewall, 2017)

Guidance for teaching and providing support in school and in the home can be found at:

<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/groups-young-people-more-likely-experience-bullying/identity>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf



6. Procedures

Our school works with key local Multi-Agency Support partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to Multi-agency plans which provide additional support (through a 'Team Around the Family plan', a 'child in need plan' or a 'child protection plan').

All staff members have a duty to identify and respond to suspected / actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred:

...must report it **immediately** to the **designated safeguarding lead** (or, in their absence, the deputy designated safeguarding lead).

All action is taken in accordance with the following guidance;

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2019)
- [Essex Effective Support](https://www.essexeffectivesupport.org.uk) (<https://www.essexeffectivesupport.org.uk>)
- Keeping Children Safe in Education (DfE, 2021)
- Working Together to Safeguard Children (DfE, 2018)
- 'Effective Support for Children and Families in Essex' (ESCB)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)



All staff and visitors:

Any staff member or visitor to the school will refer any concerns to:

Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

Where there is risk of:

- Immediate harm, concerns will be referred by **telephone** to the **Children and Families Hub** (0345 603 7627 See Appendix D) and / or the **Police**.
- Less urgent concerns or requests for support will be referred to the Children and Families Hub via the [via Essex Effective Support](https://www.essex.gov.uk/report-a-concern-about-a-child).
<https://www.essex.gov.uk/report-a-concern-about-a-child>
- The school may also seek advice from Social Care or another appropriate agency about a concern, if we are unsure how to respond to it.
- Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to consult with the Children and Families Hub and / or Essex Police for advice on when to share information with parents / carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the designated safeguarding lead.

If, for any reason, the designated safeguarding lead (or deputy) is not available, this will not delay appropriate action being taken. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support, should it be required.

Any individual may refer to Social Care where there is suspected or actual risk of harm to a child.



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

7. Training

The designated safeguarding lead (and deputy) undertake Level 3 child protection training at least every two years. All staff members receive appropriate child protection training which is regularly updated and in line with advice from the Essex Safeguarding Children Board (ESCB). In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Records of any child protection training undertaken are kept for all staff.

The school ensures that the designated safeguarding lead (and deputy) also undertakes training in inter-agency working and other matters as appropriate (Annex B: Role of the Designated Safeguarding Lead).

8. Professional confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the designated lead (or deputy) with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

9. Records and information sharing

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

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm.

Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing information where there are real



safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and are regularly reviewed; our online school privacy notices accurately reflect our use of data for child protection purposes.

Any member of staff who is concerned about a child, or upon receiving a disclosure of abuse or noticing signs, risks or indicators of possible harm, will record it as soon as possible using the school's 'Record of concern/Monitoring form' ("Pink form"), noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed by the reporting member of staff at the time. This is then presented to the designated safeguarding lead (or deputy) immediately, who will decide on the appropriate action and record this accordingly: these records are logged as a summary by the DSL, on Arbor (MIS), in the secure 'Child protection' area in the individual pupil's e-profile (access to this area is limited to the DSL, DDSL and wellbeing counsellor) . The original and full paper report, 'Record of concern/Monitoring form' ("Pink form"), will be filed in the pupil's Individual Child Protection folder (red), in date order to match the e-record log on Arbor, most recent at front, along with any related records/accompanying documents/ minutes evidencing any actions taken.

All Individual Child Protection folders are stored securely and confidentially, locked in a fire proof filing cabinet, in the DSL's locked office, and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / college / educational setting.

In line with statutory guidance, where a pupil transfers from our school to another school / educational setting (including colleges), their child protection records will be forwarded to the new educational setting, either by hand (to the DSL) or by Royal Mail first class recorded delivery. These will be marked 'Confidential' and for the attention of the receiving school/college's designated safeguarding lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school/college and then destroy any copies held in our school. Where appropriate, the designated safeguarding lead may also make contact with the new educational setting in advance of the child's move there, to enable planning so appropriate support is in place when the child arrives.

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

10. Interagency working



It is the responsibility of the designated safeguarding lead to ensure that the school is represented at, and that a report is submitted to, any statutory meeting called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). The member of staff attending the meeting will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions.

If a child is subject to a Care, Child Protection or a Child in Need plan, the designated safeguarding lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the designated safeguarding lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the designated safeguarding lead will inform the child's key worker (Social Care Key worker) immediately and then record that they have done so, and the actions agreed.

11. Allegations about members of the workforce

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

The school works in accordance with statutory guidance and the SET procedures (ESCB, 2019) in respect of allegations against an adult working with children (in a paid or voluntary capacity).

The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence), as they have responsibility for managing employment issues. Where the allegation concerns an agency member of staff, the Headteacher (or Deputy) will liaise with the agency, while following due process. This role is distinct from the designated safeguarding lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential, and the school operates within statutory guidance around Data Protection.

Where the concern involves the Head Teacher, it should be reported directly to the Deputy Headteacher.



SET procedures (ESCB, 2019) require that, where an allegation against a member of staff is received, the Headteacher or the Designated Safeguarding Lead (with consent of the Headteacher) must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day.

However, wherever possible, contact with the LADO will be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school does not carry out any investigation before speaking to the LADO.

Records of complaints and allegations against staff (and actions completed) are recorded in a confidential Complaints log.

12. Promoting positive mental health and resilience in school

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

Our school is subscribed to the:

Employee Assistance Programme (Health Assured)

They provide a 24 hour helpline and counselling for staff and their immediate family-members. This offers support through any of life's issues or problems, not just worked-related issues. Healthy staff are more able to thrive in their jobs.

Telephone: 0800 047 4097

Username: Peninsula

Password: EAP

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

13. 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. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight.

'Reasonable' means using no more force than is needed. Our school works in accordance with statutory and local guidance on the use of reasonable force and recognises that where physical intervention is required. It is only ever deployed as a last resort to protect the child from causing harm to themselves, others, or property and it should always be considered in a safeguarding context.

Our staff receive training on Therapeutic approaches to behaviour management and Non-restrictive physical intervention as part of their induction or as early as possible into their employment. Our training provider is:

Essex Steps

<https://www.esset.org.uk/>

14. Whistleblowing

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (school staff, private tutors and specialists who work with or within the school) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All staff members are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct / Whistleblowing policy.

We want everyone to feel able to report any child protection / safeguarding concerns. All child protection and Safeguarding concerns in relation to the School's procedures or members of the School community (school staff, private tutors and specialists who work with or within the school) should be reported directly to Debbie Hanson, the Head teacher and Proprietor of the school, who will liaise with the LADO. If a concern relates to the Head teacher, this can be reported to Sharyn Ailara as DSL for the school, who will liaise with the LADO.

However, for any member of staff who feels unable to raise concerns internally, or where they feel their concerns have not been addressed, they may contact the LADO or [NSPCC whistleblowing helpline](#) on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or by email at: help@nspcc.org.uk.



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



Appendix A: Additional Policies and Procedures

Procedures for Prevention of and response to CME:

1. Unplanned Absence: Parents must notify the school on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health – by 9.00am or as soon as practically possible (see also section 6). The school will phone parents / carers at 9.30am on a daily basis when the reason for the absence is unknown.
2. The school will follow up any absences (initially at 9.30am on the first day of absence, then at regular intervals until contact can be made) to ascertain the reason, ensure proper safeguarding action is taken where necessary, identify whether the absence is approved or not and identify the correct attendance code to use. Parents are requested to use the Reporting Absence Form (see Appendix 2) to report absence when the child returns to school.
3. Where there has been no notification from parents or response to School's contact attempts after 2 days, the Designated/ or Deputy Designated Safeguarding lead will attempt to contact other emergency contacts for the pupil.
4. If no response is received from any pupil emergency contacts after 2 days, the Designated/or Deputy Designated Safeguarding lead will visit the home address, leaving a letter requesting contact if no answer.
5. If after all attempts fail to get a response, the Designated/ or Deputy Designated Safeguarding lead will make a referral to the Essex Children and Families hub, [Education Access Team](#), Social Care or Police.
6. Our school **must** inform the local authority of any pupil who has been absent without school permission for a continuous period of 10 days or more.

*NB: Please note that for children identified as 'vulnerable', the procedures may be escalated at an earlier stage under the advice of the Headteacher or Designated Safeguarding lead.

Missing Child Protocol

Arrangements for children who go missing during the school day

Definition of Missing

The definition of missing used in Essex is ‘anyone whose whereabouts cannot be established will be considered as missing until located and his or her well-being confirmed’.

(College of Policing Authorised Professional Practice Guidance)

1. Introduction

This guidance sets out the procedures to follow when children go missing from schools and other educational settings, hereafter referred to as educational settings.

Missing children are among the most vulnerable in our community. Sometimes children go missing from educational settings; when this occurs, it is important that action is taken quickly to address this, and in line with local procedures.

This document should be read in conjunction with the educational setting’s Child Protection Policy, and the Southend, Essex and Thurrock Child Protection Procedures (SET Procedures).

- [Essex Schools Infolink](#) – for the model Child Protection Policy and other resources
- [Essex Safeguarding Children Board](#) – for the SET Procedures and other resources

A child going missing could be a ‘one-off’ incident that, following investigation, does not need further work. However, a child going missing frequently could be an indicator of underlying exploitation or other forms of child abuse.

Educational settings should consider missing episodes like any other child protection concern and take action as appropriate, for example, by contacting parents/carers, the Children & Families Hub consultation line, and in an emergency, the priority line or the police. It may be appropriate to use the Early Help Procedures (including holding a Team Around the Family meeting) to address the issues and prevent escalation. Advice should be sought and concerns should be escalated if there is no improvement.

Where children missing frequently are open to Children’s Social Care, a Missing Prevention Plan may be in place. Where this is the case, the educational setting may be set actions as part of the Missing Prevention Plan and should receive a copy if consent has been provided.

2. When a child goes missing

When it is suspected that a child is missing from an educational setting this must be addressed immediately. Active steps to locate the child should be taken, for example, searching the premises and surrounding areas, contacting the child by phone, text and social media, and contacting their parents/carers. If none of these actions locate the child, then they must be reported missing to the Police by dialling 101, **or 999 if there is a belief that the child is immediately**



suffering significant harm. It is important that the police are informed of any checks already completed as it may save time and prevent duplication of tasks set by the police to locate a child.

Staff at the educational setting must inform the child's parents/carers that the child has been reported missing. Where there is a Social Worker allocated to the child, they should also be informed.

After a child has been reported missing, any further information should be communicated to the police by telephoning 101 and quoting the incident number that the police would have provided following the initial report. Further information must be passed to the police as soon as possible, as officers will continue to search for the child until informed of their return.

3. **When the child is found**

If the child is found by educational setting staff, or if the child returns to the premises of their own accord, the police must be notified immediately by dialling 101 or 999 if the matter is an emergency. It is important that this action is prioritised, as the child will remain classified as a missing person until seen by the police.

4. **Essex Police**

On receiving a report of a missing child, Essex Police will classify the child as missing and will respond based on the level of risk involved.

Essex Police will conduct a vulnerability interview for all children who have been missing and have returned. It may be that the child refuses to engage or speak with police. On these occasions the parents/carers can assist by reporting to officers their observations on the child's return, e.g. did the child shower, have gifts, appear unwell or under the influence of any substance, etc. The setting may also be able to contribute to this process and should provide the police with any relevant information or observations.

Each child that returns from missing will be offered a 'missing chat' (an independent return from missing interview) by a person not involved in their care. This will be facilitated by the Local Authority with responsibility for the child. Missing chats are offered to all children from Essex who go missing.

Useful contacts:

Shane Thomson, ECC Missing Co-ordinator: shane.thomson@essex.gov.uk
Lucy Stovell, ECC Missing Chats: lucy.stovell@essex.gov.uk

Procedures for Prevention of and response to Peer on peer abuse:

Any member of staff who suspects that a pupil is at risk of being a victim or perpetrator of peer on peer abuse must report their concerns immediately to the Designated/Deputy Designated Safeguarding Lead using the usual systems in place for reporting all safeguarding concerns (Record of concern and Monitoring form – ‘Pink form’).

The Designated/Deputy Designated Safeguarding Lead will assess and action the response to the reported concern in accordance with the SET procedures and guidance as listed above.

Non-collection of children from school

(This section applies to primary school aged children only)

Please first read our Handing-Over Policy below:

Handing-Over Policy - Before handing over children to adults who are not their parent or known carer at the end of the school day, parents will be asked to provide the details of the person who will normally collect the child and will be informed of the need to notify the school in advance if this changes, giving details of the person authorised to collect the child. The school will also ensure that the details of at least two people who can be contacted in an emergency in the event that the child is uncollected.

Parents will also be asked to inform schools where children are subject to court orders that limit contact with a named individual.

In the event that anyone who is not authorised to do so attempts to collect the child, the school will **not** allow the child to leave but contact the parent immediately.

Non-collection of children from school Policy

If a child is uncollected at the end of the school day, the school will follow the following procedure:

- The school will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them.
- Children will not be released into the care of another parent even where they offer to take the child home.
- The school will contact the Children and Families Contact Service at 3.45 pm if there are difficulties in contacting parents or other family members.

- If no contact can be made with the parent by 4.15pm, the school will contact the Children and Families Contact Service who will arrange for a social worker to collect the child or make arrangements for the child to be transported to the ESCB office.

The school will regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so.

Where children are regularly uncollected or collected late, this should be discussed with the designated safeguarding lead and reported to the Education Welfare Service. If there are also child protection concerns, a referral should be made to ESCB.

Harmful sexual behaviour, sexual violence and harassment, including that which happens online

- Clarity Independent School will ensure there is a robust response to all incidents and will follow the procedures set out in this policy and the government guidance.
- Reported incidents (involving adults or pupils within the school) **must** be immediately reported to the designated safeguarding lead, who will also carry out a risk assessment to look at any continued risk to the victim or other pupils and staff from the alleged perpetrator within the school environment.
- Where the allegation involves material posted online, the school will request that the electronic device is handed over and passed to the DSL/DDSL who will follow the DfE 'Searching, screening and confiscation at school guidance'. **Staff will not, however, search through electronic devices or view the alleged material, this will be a matter for the appropriate authorities (Police, Social Care).** Please refer to the latest guidance at <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- If a student makes a disclosure of online harassment and has images of a sexual nature, **staff should not view, download or forward the images; this is illegal.** If the images have been viewed by accident, then this should be immediately reported to the DSL. Children **must not** be asked to delete the images.

Where possible, the incident should be managed with two members of staff present, one of must be the DSL or DDSL.

The member of staff and designated safeguarding lead will record details of how the disclosure was reported and by whom, details of the content (only if already



disclosed by the person reporting – **the content must not be viewed or investigated further**) and how the school will respond to the incident.

- Decisions on responses will be based on the harmful sexual behaviour risk assessment and thresholds set out in the ESBC Harmful sexual behaviour protocol (SET procedures p419-496 for assessing risk and p465 for Thresholds for making referrals). The designated safeguarding lead may take advice from the Essex Children and Families hub before making a decision. Possible outcomes include referral to Early Help Services, Children and Families Hub or the police, or managing the matter internally under school behaviour policies.
- Where a referral will be made to ESCB or the police under the protocol, the designated safeguarding lead will discuss the issue with the relevant agency and following this discussion a decision will be made on whether and how to inform the alleged perpetrator and their parents.
- Clarity Independent School will take any necessary action to continue to safeguard the victim and other pupils within the school environment based on the level of risk established from the risk assessment, including decisions about the victim and alleged perpetrator sharing classrooms. These decisions will be reviewed in the light of on-going police and ESCB investigations to take account of any changes in the status of investigations and any bail conditions placed on the alleged perpetrator.
- Where necessary and appropriate, the school will consider the support needs of the alleged perpetrator and will make referrals to relevant agencies for support on their behalf under the Harmful sexual behaviour protocol.

Clarity Independent School recognises that sexual violence and sexual harassment between pupils, including that which happens online, is a serious safeguarding issue and such behaviour will not be tolerated. Clarity Independent School Behaviour management and Anti-bullying policies will reflect our holistic approach to behaviour and safety and staff and pupils will be made aware of the standard of expected behaviour, and the likely responses to any incidents of sexual violence and harassment. This is particularly important to ensure the safety of our pupils in the community.

Clarity Independent School will follow the statutory guidance on Sexual violence and sexual harassment between pupils and will work with the relevant agencies to safeguard and support victims, take appropriate action against alleged perpetrators and ensure a safe learning environment for all pupils.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>



Clarity Independent School will also follow the statutory guidance on harmful online challenges and online hoaxes and will work with the relevant agencies to safeguard and support victims, take appropriate action against alleged perpetrators and ensure a safe learning environment for all pupils [See *Appendix H for more information and links to guidance*].

<https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes/harmful-online-challenges-and-online-hoaxes> 1/8

Clarity Independent School will take all necessary steps to put in place a planned PHSE and RHSE curriculums to convey the school policy for preventing harmful sexual behaviour and to promote respectful behaviour between pupils with regards to sexual conduct. This includes pupils learning to manage and regulate sexual feelings and behaviour, including those with significant learning difficulties who do not fully understand the risks to themselves or others.

Clarity Independent School will promote an environment where children and young people feel empowered to raise concerns and report incidents. Any reports of sexual violence or harassment will be taken seriously and appropriate referrals made to the police and ESCB. This is a very important part of how we safeguard and manage risk in the community.

Clarity Independent School will ensure that staff receive relevant training to help them ensure an effective response to incidents that protects individual victims and safeguards the welfare of all pupils and staff.

Clarity Independent School will ensure staff are able to provide appropriate support to victims and alleged perpetrators that meets their needs and continues to promote their education.

Additional information

Sexual violence is defined as any act which is an offence under the Sexual Offences Act 2003, including rape, assault by penetration or sexual assault without the consent of the victim.

Sexual harassment is defined as unwanted sexual conduct likely to violate the victim's dignity and/or make them feel intimidated, degraded or humiliated or create a hostile, offensive or sexualised environment. This includes making sexual comments or jokes, physical contact such as touching or interfering with clothing or displaying sexual images. It also includes online harassment.

When dealing with incidents, we will ensure that the written report of the incident contains objective facts and sets out clearly the next steps to be taken, with the views of the victim clearly recorded.

Schools should be aware of their equality duty as victims of sexual violence and harassment are more likely to be female but should follow the same procedures and ensure the same level of response for incidents involving male pupils or incidents where victim and perpetrator are the same sex.

Cases **may** be managed internally by the school under the supervision of the Designated Safeguarding Lead and Headteacher without referral to other agencies where the incident involves low-level concerns and is a "one-off" occurrence where there is no further risk to the victim or other pupils.

Schools should give careful thought to the day to day management of risk and support for the victim, taking into account the victim's views when considering practical issues such as separating the victim and perpetrator. However, schools must be able to justify any measures taken and that they do not interfere with the educational opportunities of either party.

Schools may wish to consider developing specific policies around responding to incidents of sexual violence and harassment towards staff members.

Schools need to ensure that staff and governors are able to take up training and support offered by Local Authorities around relationships and peer on peer abuse and how these messages should be delivered within the RSHE curriculum. Sexual violence and harassment will also be addressed in general, whole-school safeguarding training delivered at least annually, with designated safeguarding leads receiving more intense training in view of their role.

Appendix B: Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, we have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering significant harm, which is defined as:

Neglect: failure to provide basic care to meet the child’s physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

Physical abuse: causing physical harm or injury to a child.

Sexual abuse: involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

Emotional abuse: failure to provide love and warmth that affects the child’s emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

Possible indicators of abuse and neglect

Neglect	<ul style="list-style-type: none"> • Inadequate or inappropriate clothing • Appears underweight and unwell and seems constantly hungry • Failure to thrive physically and appears tired and listless • Dirty or unhygienic appearance • Frequent unexplained absences from school • Lack of parental supervision
Physical abuse	<ul style="list-style-type: none"> • Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury • Injuries in unexpected places or that are not typical of normal childhood injuries or accidents • High frequency of injuries • Parents seem unconcerned or fail to seek adequate medical treatment
Sexual abuse	<ul style="list-style-type: none"> • Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child’s age/stage of development • Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend • Continual, inappropriate or excessive masturbation • Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy



	<ul style="list-style-type: none">• Unwillingness to undress for sports
Emotional abuse	<ul style="list-style-type: none">• Developmental delay• Attachment difficulties with parents and others• Withdrawal and low self-esteem
Indirect indicators of abuse and neglect	<ul style="list-style-type: none">• Sudden changes in behaviour• Withdrawal and low self-esteem• Eating disorders• Aggressive behaviour towards others• Sudden unexplained absences from school• Drug/alcohol misuse• Running away/going missing
Parental attributes	<ul style="list-style-type: none">• Misusing drugs and/or alcohol• Physical/mental health or learning difficulties• Domestic violence• Avoiding contact with school and other professionals

Pages 32-33 to be printed and displayed on staffroom noticeboard.

Appendix C: Record of Concern / Monitoring Form (NB PINK DOUBLE-SIDED – PRINT FROM SAFEGUARDING POLICY)

Name of child:

Sex/Gender:

DOB:

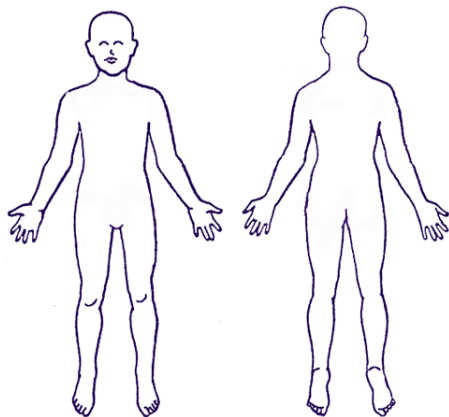
Ethnicity:

Status: First concern? monitoring due to concerns subject to child protection plan

Concerns/risks:

- | | |
|---|----------------------------------|
| Attendance and punctuality | Concerning incidents |
| Periods of exclusion (including dates) | Peer relationships |
| Contact with parents/family | Academic performance/achievement |
| Health and physical appearance (see reverse) | Other |
| Behaviour and emotional presentation (including any sexualised behaviour) | |

Please indicate below any relevant physical signs of abuse disclosed by the child or observed yourself. **Add further information below:**



Details of any action / conversations by person reporting concern:

Name of referrer:

Role of referrer:

Reported to:

Role of person reported to:

Signed:

Date and time:

Outcomes of Monitoring / Action Taken

- continue monitoring
- carry out CAF
- referral to CSSW
- referral to health services
- referral for education support services
- referral for behavioural support
- referral on behalf of parent/carer

Action taken:

Advice sought, from whom and what advice was given:

Concern / referral discussed with parent / carer?:

If not, state reasons why:

If yes, note discussion with parent:

Feedback to referring member of staff and date:

By whom?:

Response to / action taken with pupil and date:

By whom?:

Name and number of key workers:

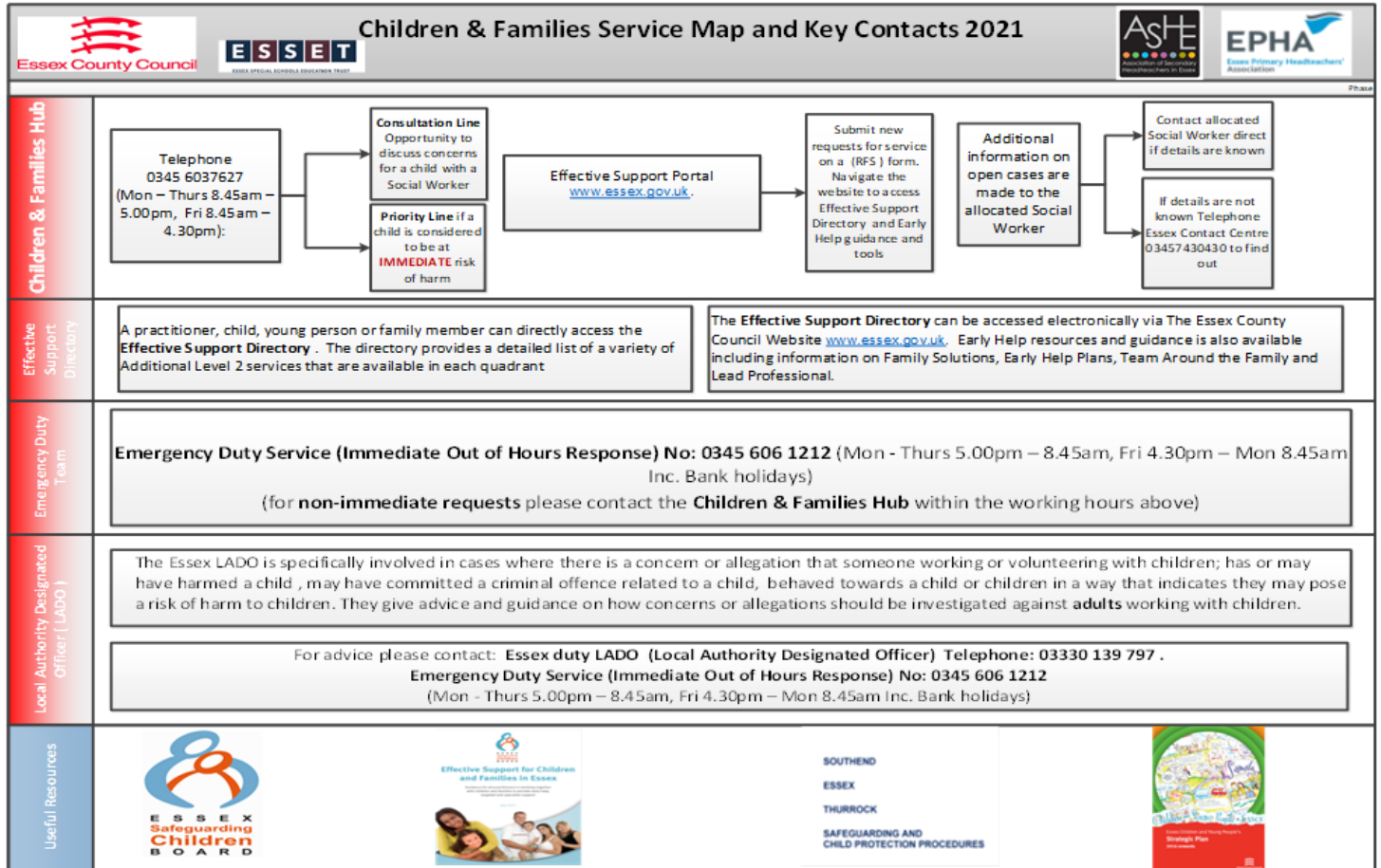


RUN OUT OF 'RECORD OF CONCERN' FORMS?

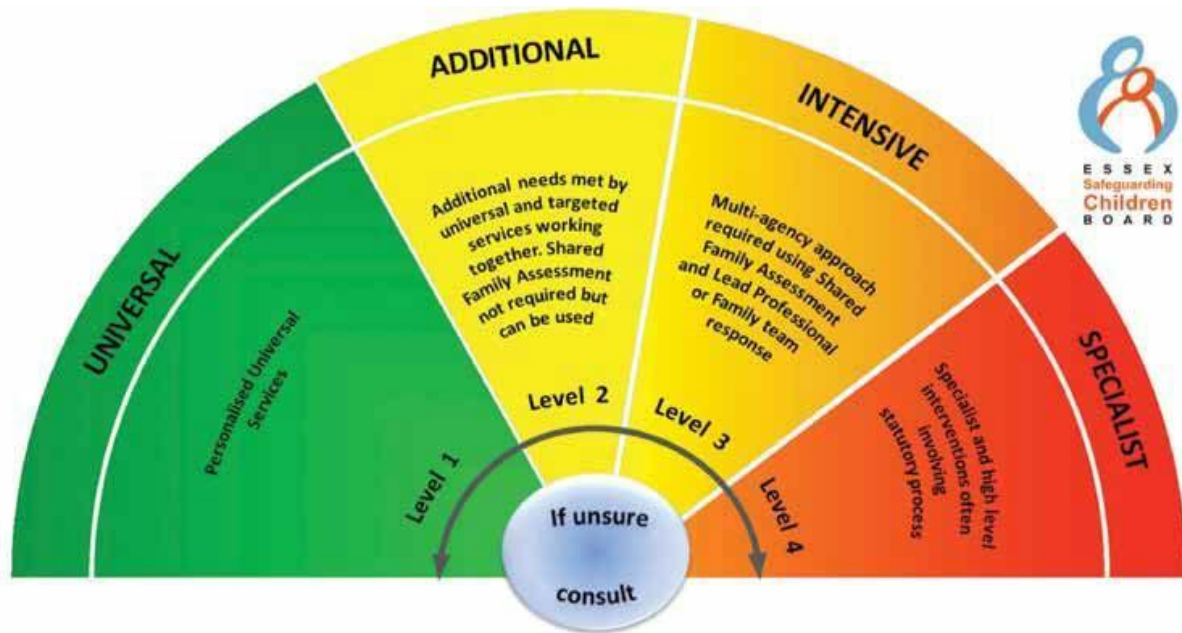
**PRINT MORE FROM
'SAFEGUARDING POLICY'
PAGES 28-29
DOUBLE-SIDED
COLOUR ON PINK PAPER**

To be displayed in staffroom at back of pocket containing 'Record of Concern' forms

Appendix D: Children and Families Service Map and Key Contacts



Appendix E: Essex Windscreen of Need and levels of intervention



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

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

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

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



Appendix F: Risk and Vulnerability of Child Exploitation Assessment Form

(See https://schools.essex.gov.uk/pupils/Safeguarding/Child_Sexual_Exploitations/Documents/CSE%20Process%20Map.pdf for more information on procedures)

Who do you believe is being exploited or is at risk of being exploited?					
Name	Age	Date of Birth	Identified Gender		
			Male	Female	
Ethnicity	Current Local Authority	School	Looked After Child		
			Yes	No	
<p>Supply any specific information about the child or young person that you are concerned about. For example, name or aliases/nick names they use; place(s) of residence; special legal status (e.g. looked after child, refugee/asylum seeker, etc.); cultural and religious heritage; sexual orientation (if known); language(s) spoken; physical disabilities; special educational need(s); learning difficulties and/or disabilities, etc.</p>					
<p>Record any information or descriptions you have about associates of the child or young person who are a cause for concern or possible suspects. Again, think about names, aliases and nick names; social media names and tags; known places of residence; make, model and registration of vehicles; preferred social venues and online networks/sites, etc.</p>					
<p><u>Models of CSE</u> (indicate which of these apply in this case ✓)</p>					
Inappropriate Relationship	Organised & Trafficking	Gangs and Groups	Peer on Peer	Older Boy/Girlfriend	Online Grooming
Who is completing this form?					
Name		Agency, role and contact details			Date Completed
Manager/Supervisor					



Appendix G: Team Around the Family Plan

Family Name(s)	Date/time	Venue	Co-ordinator

Family members	Relationship to children	Contact details	Did they attend?

Details of Key Worker/Lead Practitioner:

Practitioner's name	What is their role?	Contact details	Did they attend?	Did they provide a report?

View of all the family members including the child/young person

What do we all feel is going well? What has worked before? (Include views of family as well as practitioners)



What are we all worried about? (include views of family as well as practitioners)

What do we all feel needs to change? (include views of family as well as practitioners)(consider short term and long term goals)

Please record on a scale of 0 to 10 the family and TAF members view of the current situation for the child/ren with 0 being children at risk of significant harm and 10 being child/ren provided with stable and consistent care and accessing universal services.

1	2	3	4	5	6	7	8	9	10
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Review Date/Time:	Venue
Has a new Key Worker been appointed?	Contact details of key Worker

Next Steps/Further Action	By Who?	By When?

***I/We agree this information is an accurate summary of my/our family's situation,
we agree with the family plan and the actions we and others have agreed to and authorise this plan to be shared with others who have actions.***

Name of family member(s)	Signature(s)	Date

Name of Professional supporting the family	Signature(s)	Date

Appendix H: Harmful online challenges and online hoaxes

For the latest information and guidance, please follow the link below (Published by www.gov.uk 12 February 2021):

1. Home (<https://www.gov.uk/>)
2. Safeguarding children (<https://www.gov.uk/topic/schools-colleges-childrensservices/>)
3. safeguarding-children)
4. Harmful online challenges and online hoaxes
(<https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes>)
5. Department for Education
(<https://www.gov.uk/government/organisations/department-for-education>)