

Safeguarding and Child Protection Policy

Clarity Independent School

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Clarity Independent School is committed to safeguarding...

"Our school is committed to our 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...We promote an environment where children and young people feel empowered to raise concerns and report incidents and we work hard in partnership with pupils, parents and caregivers to keep children safe."

Clarity Safeguarding Policy September 2026

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Introduction

Schools and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children.

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners 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, 2026)

This Child Protection policy is for all staff, parents, Specialists and agencies working within the school, 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 (DfE, 2026)
- the Behaviour policy;
- the Staff Behaviour policy (sometimes called Staff Code of Conduct);
- the safeguarding response to children missing from education
- the role of the designated safeguarding lead (Annex C of KCSIE)
- the school Whistleblowing Policy

Safeguarding and promoting the welfare of children (*everyone under the age of 18*) is defined in 'Keeping Children Safe in Education' and in 'Working together to Safeguard children' as (*please note the new updates in bold*):

- **providing help and support to meet the needs of children as soon as problems emerge**
- protecting children from maltreatment, **whether that is within or outside the home, including online**
- 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
- **promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children**
- taking action to enable all children to have the best outcomes **in line with the outcomes set out in the Children's Social Care National Framework.**

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, the Specialists working with us, and the wider school community. We believe that only by working in partnership,

can we truly keep children safe. We promote an environment where children and young people feel empowered to raise concerns and report incidents and we work hard in partnership with pupils, parents and care-givers to keep children safe.

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2. Legislation and Statutory Guidance

- This policy is based on the Department for Education's (DfE's) statutory guidance; [Keeping Children Safe in Education \(DfE 2026\)](#) and [Working Together to Safeguard Children \(2026\)](#).

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. We comply with this guidance and the arrangements agreed and published by the 3 local safeguarding partners for each of the local authorities within which our pupils reside (currently, Essex County Council, Southend County Council and Havering County council).

The arrangements for our school, being based in Essex, sit under the [Essex Safeguarding Children Board](#) (ESCB). In Essex, the statutory partners are Essex County Council, Essex Police and three NHS Integrated Care Boards covering the county.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the schools to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

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

- [Keeping Children Safe in Education \(DfE 2026\)](#)
- [Working Together to Safeguard Children \(DfE 2026\)](#)



- [Working Together to Improve Attendance \(DfE 2024\)](#)
- 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 \(DfE, 2016\)](#)
- [Education Access Team - Children Missing Education / Home Education policy and practice](#) (Essex County Council, 2025)
- Sexual Offences Act (2003)
- Education (Pupil Registration) Regulations 2006
- [Information Sharing Duty](#) (DfE, 2026)
- [Data Protection Act \(2018\)](#)
- [What to do if you're worried a child is being abused](#) (HMG, 2015)
- Children Act (1989)
- Children Act (2004)
- [Preventing and Tackling Bullying \(DfE, 2017\)](#)
- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
- [Teaching online safety in schools \(DfE, 2023\)](#)
- [Meeting digital and technology standards in schools and colleges \(DfE 2025\)](#)
- [Generative AI: product safety expectations \(DfE 2025\)](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(DfE 2025\)](#)
- [Behaviour in Schools \(DfE 2024\)](#)
- [School suspensions and permanent exclusions \(DfE, 2024\)](#)
- [Searching, screening and confiscation in schools](#) (DfE, 2023)
- [Restrictive intervention and use of reasonable force in schools \(2026\) and appendices](#)
- [Mobile phones in schools](#) (DfE, 2026)
- [Meeting digital and technology standards in schools and colleges DfE 2025\)](#)
- Domestic Abuse Act (2021)
- [Victims and Prisoners Act \(2024\)](#)
- [Education Access Team CME / Home Education policy and practice \(ECC, 2023\)](#)
- [Preventing youth violence and gang involvement \(Home Office, 2015\)](#)
- [Criminal Exploitation of children and vulnerable adult - county lines guidance \(Home Office, 2018\) – last updated March 2023](#)
- [Let's talk: reducing the risk of suicide \(ESCB 2022\)](#)
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015
- [The Human Rights Act 1998](#)

- [The Equality Act 2010](#)
- [Filtering and Monitoring Standards \(DfE\) May 2024](#)
- [Alternative Provision \(DfE 2025\)](#)
- [Education for children with health needs who cannot attend school – GOV.UK \(DfE 2023\)](#)
- [Cyber Security Standards for Schools and Colleges \(Gov.uk March 2025\)](#)
- Guidance on Cyber Security ([National Cyber Security Centre](#))
- [NSPCC - Safeguarding children with special educational needs and disabilities \(SEND\)](#)
- [NSPCC - Safeguarding child protection/deaf and disabled children and young people](#)

3. Definitions

Safeguarding and promoting the welfare of children means:

- 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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is 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. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams (including those made using generative artificial intelligence).

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)

- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- The chief officer of police for a police area in the LA area

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

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

4. Equality Statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carers has expressed an intention to remove them from school to be home educated

5. Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them promote an inclusive and anti-discriminatory culture and to provide a safe environment in which they can learn and achieve their full potential. In line with statutory requirements, they also have a duty to work

with other appropriate agencies to share relevant information where it will promote the welfare of and safeguard a child. However, there are key people within schools, the Local Authority and other agencies 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 leads) 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.

Our school is committed to our 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. We promote an environment where children and young people feel empowered to raise concerns and report incidents and we work hard in partnership with pupils, parents and caregivers to keep children safe.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment.

This will be underpinned by our:

- › Behaviour policy
- › Pastoral support system
- › Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable

The Senior Leadership Team

The Senior Leadership Team ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place, that the Safeguarding and child protection policy reflects statutory and local guidance and is reviewed at least annually.

The Headteacher ensures there is a named designated safeguarding lead and at least one deputy safeguarding lead in place (they are named on the front cover).

The DSL and DDSL ensure the school engages with statutory safeguarding partners and contributes to multi-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The DSL and DDSL ensure that all adults in our school who work with children undergo safeguarding and child protection training at induction as appropriate and that it is 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 DSL and DDSL ensures our pupils are taught about safeguarding (including online safety) through teaching and learning opportunities as part of a broad and balanced curriculum. We work in accordance with government regulations which make the subjects of Relationships Education (for primary age pupils) and Relationships and Sex Education (for secondary age pupils) and Health Education (for all pupils in state-funded schools) mandatory.

The school leadership team are responsible for:

- ensuring we have in place safer recruitment procedures that help to deter, reject or identify people who might abuse children
- ensuring we meet statutory responsibilities to check adults working with children and have recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information)
- ensuring volunteers are appropriately supervised in school (this does not prevent the need for an appropriate DBS)
- online safety (including strategic oversight of filtering and monitoring systems to support this)

The Headteacher

The Teachers' Standards 2012, updated 2021 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 is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect

- Are made aware that the school may carry out online checks as part of the due diligence process during the recruitment process for short-listed candidates; and also for existing staff whilst in post.
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

The Designated Safeguarding Lead (and Deputy)

****See KCSIE Annex B for more detailed information of DSL job description***

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, leading on online safety (including filtering and monitoring standards) 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 any referrals to the relevant Local Authority's Children's Social Care (Children and Families Hub) and / or the Police are made in a timely way and in accordance with current SET (or the relevant LSCB) procedures. They work with the local authority and the LSCB as required and ensure that information is shared appropriately.

The DSL also ensures that there are systems in place (which are monitored and reviewed annually) to ensure that filtering and monitoring of internet use across the school effectively safeguards pupils and staff, and that all staff are aware of their responsibilities in this (*see our E-safety and Internet Use policy*).

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

All school staff

Everyone in our school has a responsibility to provide a safe learning environment where our children can learn. We strive to foster a culture of open communication and trust among staff, students and parents/carers to support early identification of potential safeguarding concerns. This includes encouraging children to report concerns without fear of judgement or reprisal. We recognise the

need to identify concerns as they emerge so we can stop them from escalating and all staff are therefore aware of how to identify children who may benefit from early help. They are particularly alert to children who may have additional need for support either in community-based early help or through access to other agencies.

All staff are aware of the types of abuse and safeguarding issues that can put children at risk of harm, so we are able to identify children who may be in need of help or protection. Our staff are aware of the indicators of abuse, neglect, exploitation and modern slavery and they understand that children can be at risk of harm inside and outside of their home or our setting and also online. Our staff recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination and the effect these experiences may have on them.

We understand that behaviours linked to issues such as drug taking and/or alcohol misuse, missing education and consensual/non-consensual sharing of nudes and semi-nudes images can be signs that children are at risk. In addition, we recognise that any child may benefit from additional help and all staff members are aware of the local early help process and our role in it.

All staff members are aware of and follow school safeguarding 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. Staff understand that, if they have any concerns about a child's welfare, they should report these to the designated safeguarding lead (or deputy). In the case of urgent concerns, this will be immediate, for less urgent concerns, it will be at the next available opportunity. Our staff never assume that others have taken action and will always respond to concerns.

Our staff understand that children may not always feel able or know how to tell someone that they are being abused. This may be because they are embarrassed, scared or do not recognise they are experiencing abuse, either at home or out in the community. We understand there are many factors which may impact on our children's welfare and safety and we also understand safeguarding in the wider context (contextual safeguarding). We recognise that abuse, neglect, exploitation and safeguarding issues rarely occur in isolation and that, in most cases, multiple issues will overlap.

Our staff will always reassure children who report 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.

Alternative Provision

Where the school places a pupil with an alternative provision provider, we are aware that we continue to be responsible for the safeguarding of that pupil and ensure that we are satisfied that the placement meets the pupil's needs. We are aware that pupils usually placed in Alternative Provision often have complex needs, and it is important that we are aware of the additional risks of harm that these pupils may be vulnerable to, and act on them.

Using our Audit 11 (please see our 'Offsite Provision / Outreach' Policy), we obtain written information from the alternative provider, through onsite visits, that appropriate safeguarding checks have been carried out on individuals working at their establishment, including written confirmation that the alternative provider will inform the school of any arrangements that may put the child at risk (i.e. staff changes), so that we can ensure appropriate safeguarding checks have been carried out on new staff.

At all times, we are aware of where a child we have placed in Alternative Provision is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend.

The alternative provision placements we make are regularly reviewed at least half-termly to ensure compliance, and to confirm that the placement continues to be safe and meets the child's needs. Daily attendance checks reassure us that the child is regularly attending.

Where safeguarding concerns arise, the placement is immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

Please see DfE statutory guidance to which we have regard:

- [Alternative Provision DfE](#) statutory guidance and
- [Education for children with health needs who cannot attend school - GOV.UK](#)

6. Types of Abuse / Specific Safeguarding Issues

Keeping Children Safe in Education describes abuse as 'a form of maltreatment of a child'. It sets out that:

"Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. 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 by another child or children."

The guidance refers to four main categories of abuse:

- ☐ **Physical:** a form of abuse causing physical harm to a child – this includes where an adult fabricates or deliberately induces illness in a child
- ☐ **Emotional:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development

- ❑ **Sexual:** forcing or enticing a child to take part in sexual activities (through actual physical or online contact)
- ❑ **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

In addition, Annex B of Keeping Children Safe in Education contains important information about specific forms of abuse and safeguarding issues. Some of these, and our approach to them, are explained here:

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".

We recognise 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.

Child on child abuse, including sexualised behaviours (See Child on Child Harmful Sexual Behaviour Policy)

Child on child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, harmful sexual behaviours, gender-related abuse, 'up-skirting', 'sexting' or initiation / hazing type violence and rituals and discriminatory behaviour (including racism, faith-targeted abuse, and other prejudice-based incidents). We do not tolerate harmful behaviour of any kind in school and will take swift action to intervene where this occurs, challenging inappropriate behaviours when they occur. We do not normalise abuse, and it is not tolerated in our setting. Our culture is very much one of kindness, compassion, hope, connection and belonging.

Any incidents of child-on-child abuse will be managed in the same way as any other child protection concern and we will follow the same procedures. We will seek advice and support from other agencies as necessary and ensure that appropriate agencies are involved when required.

Our school recognises that some children may abuse other children and that this may happen in school, or outside of it. We understand there are many factors which may lead a child to display abusive behaviours towards other children, and that these matters are sensitive and often complex. We recognise our school may be the only stable, secure and safe element in the lives of some children, particularly those who have experienced harm and trauma. We have a duty to safeguard all children and, whilst inappropriate behaviours will be challenged and addressed, it is in the context of providing appropriate support to all children in our school where harmful behaviour has occurred. We will, always, take a balanced and proportionate approach to risky or harmful behaviour.

We understand the barriers which may prevent a child from reporting abuse and work actively to remove these. We use lessons and assemblies to teach children about healthy, positive relationships, how to report concerns, and to help them understand, in an age-appropriate way, what abuse is. We aim to provide children with the language to report abuse and to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. We will never make a child feel ashamed for reporting abuse, nor that they are creating a problem by doing so. We never assume, if abuse is not being reported, that it is not occurring in our school – we are vigilant to signs of abuse and promote a culture of safety and understanding.

Procedures for prevention of and response to child-on-child abuse:

Any member of staff who suspects that a pupil is at risk of being a victim or perpetrator of Child-on-child abuse must report their concerns immediately to the Designated/Deputy Designated Safeguarding Lead using the usual systems in place for reporting all safeguarding concerns (**RED FLAG Notification of Concern form – Appendix D**).

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

For further information, please refer to:

- *the School's Behaviour policy and Anti-Bullying Policy*
- *the school's E-safety and acceptable use of ICT policy*
- <https://www.anti-bullyingalliance.org.uk>

Children who are absent 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. We recognise that good attendance begins with our school being somewhere our children want to be, and that some children find it harder to attend school for a range of reasons. We will always try to understand underlying reasons for absence and will work collaboratively with other partners to support children to attend school and to ensure that they receive the right help at the right time.

Our school recognises that a child missing education is a potential indicator of abuse or neglect and we follow the procedures for unauthorised absence and for children missing education. It is also recognised that, when not in school, children may be susceptible to or exposed to other risks, so we work with parents/carers and other partners to keep children in school and remove the barriers preventing them from accessing their education.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

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.

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). 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.

We work in accordance with the Essex Protocol for children who go missing during the school day (see Appendix C), to ensure that there is an appropriate response to children who go missing.

Risk in the community

We understand that 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. We always consider relevant information when assessing any risk to a child and share it with other agencies when appropriate to support better understanding of a child and their family. This is to ensure that our children and families receive the right help at the right time.

Domestic abuse

Domestic abuse can involve a wide range of behaviours and can include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. We understand that anyone can be a victim of domestic abuse, and that it can take place inside or outside of the home.

Our school recognises that exposure to domestic abuse (either by witnessing or experiencing it) can have a serious, long-term emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn. We work with other key partners and we receive / 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.

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of [Operation Encompass](#).

The DSL will provide support according to the child's needs and update records about their circumstances.

Harmful sexual behaviour

We understand that children's sexual behaviours exist on a continuum, ranging from age-appropriate / developmental to inappropriate / problematic / abusive. We also understand that harmful sexual behaviour and child on child abuse can occur between children of any age and gender, either in person or online. We recognise that children who display harmful sexual behaviour may have experienced their own abuse and trauma, and we will support them accordingly.

Our school has a 'zero-tolerance' approach to harmful sexual behaviour of any kind, and any inappropriate behaviour is challenged and addressed. We work in accordance with all statutory guidance in relation to such behaviours and with other agencies as appropriate.

We seek to teach our pupils about healthy and respectful relationships, boundaries and consent, equality, the law and how to keep themselves safe (on and offline).

Our procedures in response to reports of 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. Risk assessed cases will be reviewed regularly to ensure any changes to the level of risk are identified and enable timely decision-making to implement any necessary support or actions.
- 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 the Local Safeguarding Children's Board (LSCB), for the area in which the child resides, 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 LSCB 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.

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.

For more information use the link: <https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes/harmful-online-challenges-and-online-hoaxes>

Clarity Independent School has taken all necessary steps to put in place planned PHSE and RSE curricula 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 LSCB. 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.

For further information, please refer to the school's policies below:

- *Behaviour Policy*
- *RSE Policy*
- *Child on child Harmful Sexual Behaviour Policy*

Mental health

Positive mental health is the concern of the whole community, and we recognise that our school plays 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.

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.

It is vital that we work in partnership with parents/carers to support the wellbeing of our pupils. We believe that building positive relationships with parents and carers is essential for effective safeguarding. We strive to involve parents/carers, keeping them involved and seeking their cooperation whenever possible. We expect parents/carers, if they have any concerns about the wellbeing of their child, to share this with us, so we can ensure that appropriate support and interventions can be identified and implemented.

Online safety and generative AI

We recognise that our children are growing up in an increasingly complex world, living their lives on and offline. Whilst this presents many positive and exciting opportunities, we recognise it also presents challenges and risks, in the form of:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, racism, misogyny, self-harm, suicide, anti-Semitism, or radicalisation, extremism, misinformation, disinformation (including fake news) and conspiratory theories;
- **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 (including those made using Artificial Intelligence), or online bullying
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and / or financial scams

All staff in our school are aware of the risks to children online. We understand any child can be vulnerable online, and that their susceptibility can vary according to age, developmental stage and personal circumstances. We are aware of and train our staff and pupils, about dangerous online behaviours, which are now offenses under the Online Safety Act 2023, such as cyberflashing, epilepsy trolling, threatening communications, encouraging serious self-harm, sharing intimate images (including deepfakes and AI generated material). We aim to equip all our pupils with the knowledge they need to use the internet and technology safely, and we want to work with parents to support them to keep their children safe online.

We refer to the Department for Education's published '[Generative AI: product safety expectations to support schools to use generative artificial intelligence safely](#)' guidance, which explains how filtering and monitoring requirements apply to the use of generative AI in education, to ensure pupil safety whilst using Generative AI. Please refer to our 'AI Policy' (in progress) for more information. Harmful sexual behaviour

We are aware that we are directly responsible for ensuring we have the appropriate level of security protection procedures in place to safeguard school systems, staff and learners and we review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the [National Education Network](#).

Our Cyber Security Risk Assessment and Awareness Plan highlights any appropriate actions needed to meet the [Cyber security standards for schools and colleges](#) which were developed to help

schools improve their resilience against cyber-attacks. (Broader guidance on cyber security including considerations for governors and trustees can be found at [National Cyber Security Centre – NCSC](#).)

We have systems in school to filter information and block internet access to harmful sites and inappropriate content. These systems are monitored and regularly reviewed to ensure they are effective, and all staff are trained in online safety and how to report concerns.

For further information, please refer to the school's policies below:

- *Behaviour Policy*
- *Anti-Bullying Policy*
- *E-safety and acceptable use of ICT Policy*
- *Child on child Harmful Sexual Behaviour Policy*
- *AI Policy (in progress)*

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”.

The Prevent Lead for ESCB is: Jo Barclay

This duty is known as the Prevent Duty. The Prevent Duty 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, some of which may encompass more broadly harmful ideas, such as misogyny and antisemitism, or the concept of blasphemy to justify or condone violence.
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues
- actively limit the potential harm and influence of radicalisers by limiting exposure to radicalising narratives, both online and offline, and by creating an environment where radicalising ideologies are challenged and are not permitted to flourish (Reducing permissive environments).

Definitions:

- **Radicalisation** is the process of a person legitimising support for, or use of, terrorist violence.

- **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.
- **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 of terrorism 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. Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern.

- A '**Permissive environment**' may be characterised as being tolerant of behaviour or practices strongly disapproved of by others, such as an environment where radicalising ideologies are permitted to flourish. Radicalisers create and take advantage of permissive environments to promote or condone violence and to spread harmful ideologies that undermine our values and society. Permissive environments can exist both online and offline. Permissive online environments can contribute to online radicalisation.

Channel:

Channel is a national programme which focuses on providing support at an early stage to people identified as susceptible to radicalisation into terrorism. If a child on roll at our school is referred to the Channel Panel, a representative from the school may be asked to attend the Channel panel to help with an assessment and support plan.

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 the Police, Social Care and/or the Channel Panel.

Serious violence

All staff are aware of the risk factors and 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.

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

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital

mutilation (FGM), forced marriage, and practices such as breast ironing. We understand that this form of abuse often involves a wider network of family or community pressure and can include multiple perpetrators.

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 FGM where it appears to have been carried out on a girl under the age of 18. Our school operates in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of 1 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.

As of 27th February 2023, it is also now illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved.

Staff receive training around forced marriage and the presenting symptoms. We are aware of the ‘1 chance’ rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will immediately report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority’s designated officer (LADO)
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

7. 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 / or disabilities can face additional safeguarding challenges. We hold regard to the guidance: [NSPCC - Safeguarding children with special educational needs and disabilities \(SEND\)](#) and [NSPCC - Safeguarding child protection/deaf and disabled children and young people](#).

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
- Issues with understanding the risks online and how it may influence their behaviour

We work with Social Care and other relevant agencies to ensure that there is a joined-up approach to planning for all children and that they receive the appropriate help and support

8. Procedures

Our school works with key local partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support (through a Child in Need 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, 2025)
- [Essex Effective Support](#) (June 2026)
- Keeping Children Safe in Education (DfE, 2026)
- Working Together to Safeguard Children (DfE, 2026)
- 'Effective Support for Children and Families in Essex' (ESCB)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015, updated 2023)

- Any staff member or visitor to the school must refer any concerns to the 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 and / or the Police. Less urgent concerns or requests for support will be sent to the Children and Families Hub via [Essex Effective Support](#). 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, we 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 a child at greater risk of harm or impede a criminal investigation. If it is necessary for another agency to meet with a child in school, we will always seek to inform parents or carers, unless we are advised not to by that agency. 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.

All staff understand that, if they continue to have concerns about a child, or feel a concern is not being addressed or does not appear to be improving, they should press for re-consideration of the case with the designated safeguarding lead.

Where an immediate response is required, and if for any reason, the designated safeguarding lead (or deputy) is not immediately available, this will not delay any appropriate action being taken. Safeguarding contact details are displayed in the school to ensure that all staff members have access to urgent 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/deputies) and how to share concerns with them. We also provide information on safeguarding to any visitor to our school, so they understand how to report a concern if they have one.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of the Head Teacher and to leave their belongings, including their mobile phone(s) if working with pupils, in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification. Visitors claiming to be parents or relatives of pupils, who cannot be recognised by staff and do not have photo ID to show at the gate, are asked a range of questions about the pupil to verify their identity, such as the pupil's full name, age, date of birth, their class teacher's name etc. This would then be raised to the DSL / DDSL for approval before allowing entry through the gate.

Visitors are logged in and out of the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists, specialists and external support agencies, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, the Proprietor still needs to hold a paper copy of the DBS certificate on file accordance with ISS Part 4, Standard 19 (2) (d) (ii).)

All other visitors, including visiting speakers, will be always accompanied by a member of staff (please note that supervision will not replace the need for an appropriate DBS.)

We will not invite into the school any speaker who is known to disseminate extremist views of any kind, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Parents collecting from school

Please see Attendance Policy regarding people with parental responsibility (or their proxy) collecting their child from school and the procedures we follow to ensure child safety.

9. Training

In line with statutory requirements, the designated safeguarding lead (and deputy/deputies) undertake Level 3 child protection training at least every two years. The Headteacher and all staff members receive appropriate child protection training and online safety training which is regularly updated and in line with advice from the Essex Safeguarding Children Board (ESCB). In addition, all staff members and other adults working with children in our school 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 safeguarding/child protection training undertaken are kept for all staff.

The school ensures that the designated safeguarding lead (and deputies) also undertake training in inter-agency working and other matters as appropriate.

10. Information Sharing and Confidentiality

Information sharing can help to ensure a child receives the right help at the right time and can prevent a concern from becoming more serious and difficult to address. We recognise that effective multi-agency information sharing is a vital part of safeguarding work and we understand how important it

is and its role in our safeguarding arrangements. We work in accordance with all statutory requirements (including the [Information Sharing Duty](#)) and ensure that information shared is focused, proportionate and always in the child's best interests. We will never share information where it is not in the child's best interests or where to do so would place a child at increased risk.

We understand that no individual knows everything about a child or family and that, where there are concerns about the safety of a child, the sharing of information can reduce the risk of harm. It is only when this happens effectively that adults working with a child have a better understanding of their needs and can better assess any risk and safeguard them. We work in a transparent way with parents/carers and will always inform them of any concerns when sharing with other appropriate agencies, unless to do so may place a child at risk of harm.

We will always consider what it is relevant to share and that it is appropriate and proportionate. We recognise our duties under the Data Protection Act 2018 to process personal information fairly and lawfully, and we also understand this is not a barrier to sharing information, where failure to do so could place a child or vulnerable adult at risk of harm. Similarly, human rights, such as respecting the right to a private and family life, would not prevent us sharing information where there are safeguarding concerns. Fears about sharing information cannot (and will not) 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; and our online school privacy notices accurately reflect our use of data for child protection purposes.

A member of staff will never guarantee confidentiality to anyone (including parents/carers or pupils) about a safeguarding concern, nor 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.

In some cases, it may be necessary for the designated safeguarding lead (or deputy) to share information on individual child protection cases 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.

Information sharing can help to ensure that a child receives the right help at the right time and can prevent a concern from becoming more serious and difficult to address.

Our school is signed up to the Wider Eastern Information Stakeholder Forum (WEISF), which includes information sharing for safeguarding purposes. This protocol enables us to share and receive information with the Local Authority in a legal, safe, and secure way, to support our work in keeping children safe.

11. Child Protection Records

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.

Any member of staff receiving a disclosure of abuse, neglect or exploitation or noticing signs or indicators of, neglect or exploitation will record it electronically on the school's **CPOMs** system, as soon as possible, 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 and will include the action taken. A **RED FLAG Notification of Concern form** is then presented **by hand** to the designated safeguarding lead (or deputy), who will decide on appropriate action and record this accordingly.

Any records relating to child protection are kept electronically on CPOMS in an individual child protection file for that child (which is separate to the pupil file). All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting.

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 setting via CPOMS (if the receiving school also uses CPOMS) or other secure electronic transfer system. These will be marked 'Confidential' and for the attention of the receiving school's designated safeguarding lead. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school. Where appropriate, the designated safeguarding lead may also make contact with the new 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).

12. Interagency Working

It is important that agencies work together to keep children safe, and there is a legal requirement to do so.

We work with other relevant agencies, such as Social Care, the Virtual School, Police and Health/mental health services to support children and keep them safe. This includes where a child on roll (or previously known to us) has a Child in Need, Child Protection or Care Plan. Where this is the case, it is the responsibility of the designated safeguarding lead to ensure our school is represented at, and that a report is submitted to, any statutory meeting called. 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 have oversight of their school attendance, emotional well-being, academic progress, welfare and presentation. Where the school is part of the core group, the designated safeguarding lead will ensure we are represented, provide appropriate information and contribute to the plan at these meetings. We will report on the child's progress in school, and any concerns about them will be shared at the meeting, unless to do so would place them at risk of harm. In this case the designated safeguarding lead would speak with the child's key-worker outside of the meeting, and as soon as there is a concern and then record that they have done so and the actions agreed.

13. Allegations About Members of the Workforce

We ensure all staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Code of Conduct (in our staff handbook). All staff are regularly reminded of this through frequent safeguarding updates and training, and are also informed about our Whistleblowing Policy.

Our school works in accordance with statutory guidance and the SET procedures (ESCB, 2026) 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). These processes should be followed where an adult has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Any concerns about the conduct of an adult in our setting must be referred to the Headteacher as they have responsibility for managing employment issues (or the Assistant Headteacher in their absence from work – please note, if working off the premises, the Headteacher is still considered available for work). Where the allegation concerns an agency member of staff or a Specialist delivering a service within the school, the Headteacher will liaise with the agency/Specialist provider, while following due process.

Where the concern involves the Headteacher's suitability to work with children, it should be reported directly to the duty Essex Local Authority Designated Officer (LADO) on **03330 139 797**.

The SET procedures (ESCB) require that, where an allegation against a member of staff is received about their suitability to work with children, the Headteacher must inform the Essex Workforce Allegations Team at LADO@essex.gov.uk within one working day (or sooner via **03330 139 797** if **immediate safeguarding is required**). The school will not carry out any investigation before a Workforce Allegations Team referral has been made and advice has been received on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR.

Staffing matters are confidential and the school operates within a statutory framework around Data Protection. The school does not share information about any individual staff member without anyone other than any appropriate statutory agency.

14. Behaviour, Use of Physical Intervention and Reasonable Force

Our Behaviour Policy sets out our approach to behaviour for all children and for those with more difficult or harmful behaviour. We recognise there are some children who have needs that require additional support and a more personalised approach and we always consider all behaviour, and our response to it, in the context of safeguarding.

There are occasions when staff will have cause to have physical contact with children and young people for a variety of reasons, this may include:

- to comfort a child or young person in distress (*appropriate to their age and individual specific needs identified through a risk assessment*);
- to direct a child or young person;
- for curricular reasons (*for example in PE, Music, Drama etc*);
- in an emergency, to avert danger to the child or young person or others;

The guidance produced by the Department for Education [Use of reasonable force and other restrictive interventions guidance\(2026\)](#) states that:

“The adoption of a ‘no contact’ policy at a school can leave staff unable to intervene where reasonable in the circumstances to fully protect pupils. School leaders should adopt sensible policies which allow and support their staff to make appropriate physical contact.”

The term ‘reasonable force’ covers a broad range of actions used by staff that involve a degree of physical contact, to control the situation or physically intervene where necessary. 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 (*see section 2*) and recognises that where intervention is required, it should always be considered in a safeguarding context.

15. Mobile Phones

In line with the [Mobile phones in schools \(DfE 2026\)](#), our school is a phone-free environment. Our approach to this forms part of our wider safeguarding arrangements and is detailed in our Behaviour Policy / E Safety Policy.

16. Whistleblowing

All members of staff and the wider school community should be able to raise concerns about poor or unsafe practice and feel confident any concern will be taken seriously by the Headteacher.

We have 'whistleblowing' procedures in place and these are available in the school Whistleblowing Policy. 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 [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.

Section 1: allegations that may meet the harms threshold

This section is based on 'Section 1: Allegations that may meet the harms threshold' in part 4 of Keeping Children Safe in Education.

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

The Headteacher will consult our local authority designated officer (LADO), in Essex this will be via the Workforce Allegations Team, including if there is any doubt as to whether a concern meets the harm threshold.

A 'case manager' will lead any investigation. This will be the Headteacher.

The Headteacher will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Where the headteacher is the subject of the allegation, the case will be referred directly to our local authority designated officer (LADO) who will act as 'Case manager'. The DSL can support staff to make a referral to the LADO but cannot be the 'Case manager' unless directed to do so by the LADO.

Our procedures for dealing with allegations will be applied with common sense and judgement. If we receive an allegation of an incident happening while an individual or organisation was using the school premises to run activities for children, we will follow our safeguarding policies and procedures and inform our LADO.

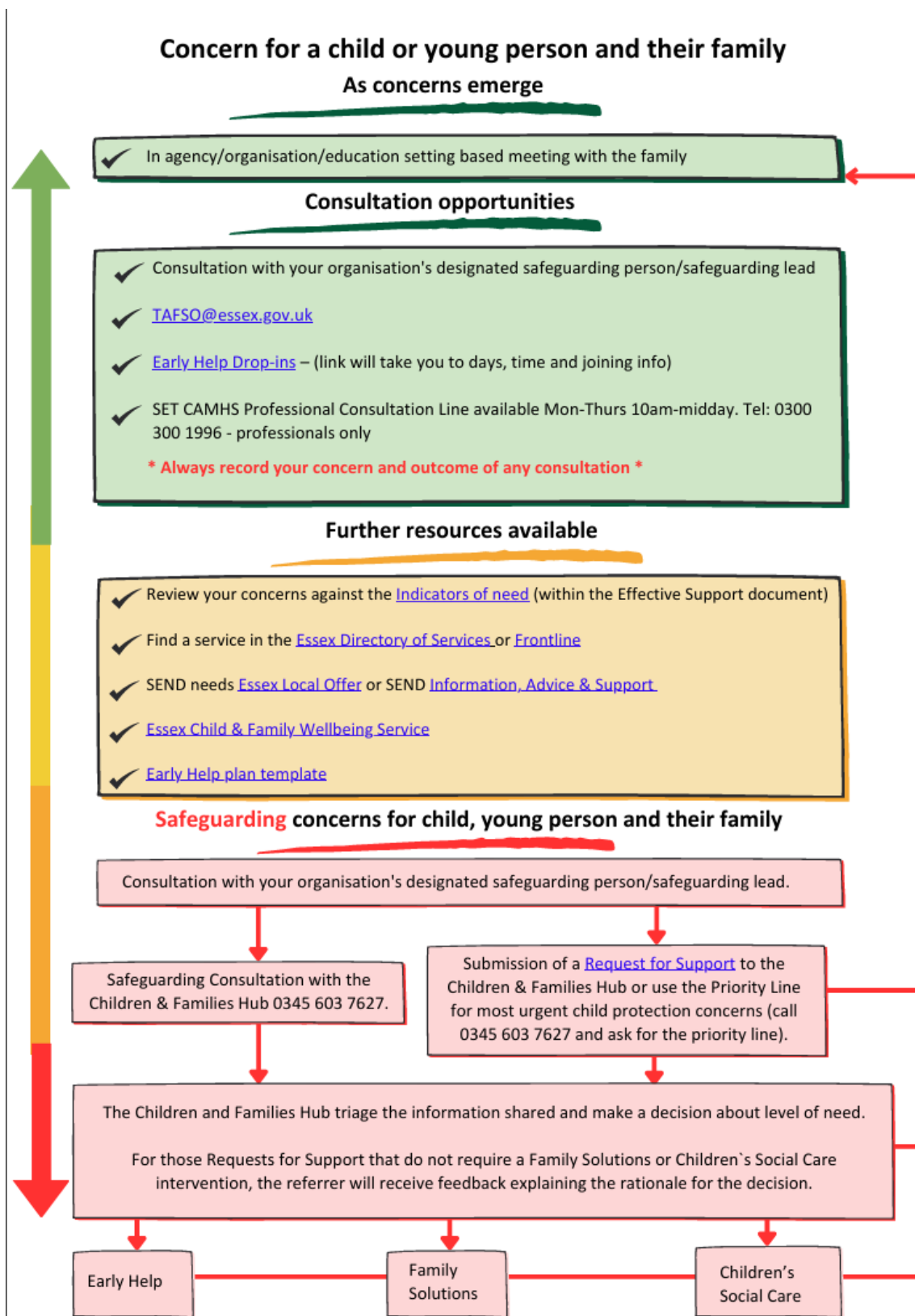
Section 2: concerns that do not meet the harm threshold

For low-level concerns about practice that does not adhere to our policies (below the "Harms Threshold"), the Head Teacher will act as "case manager" and conduct a review. Following the outcome of the review, the Head Teacher will deliver a learning conversation and ensure that appropriate training is put in place for the member of staff. Any repeat of the practice or further safeguarding concerns will be referred to the LADO. All allegations and responses will be logged by the Head Teacher.

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

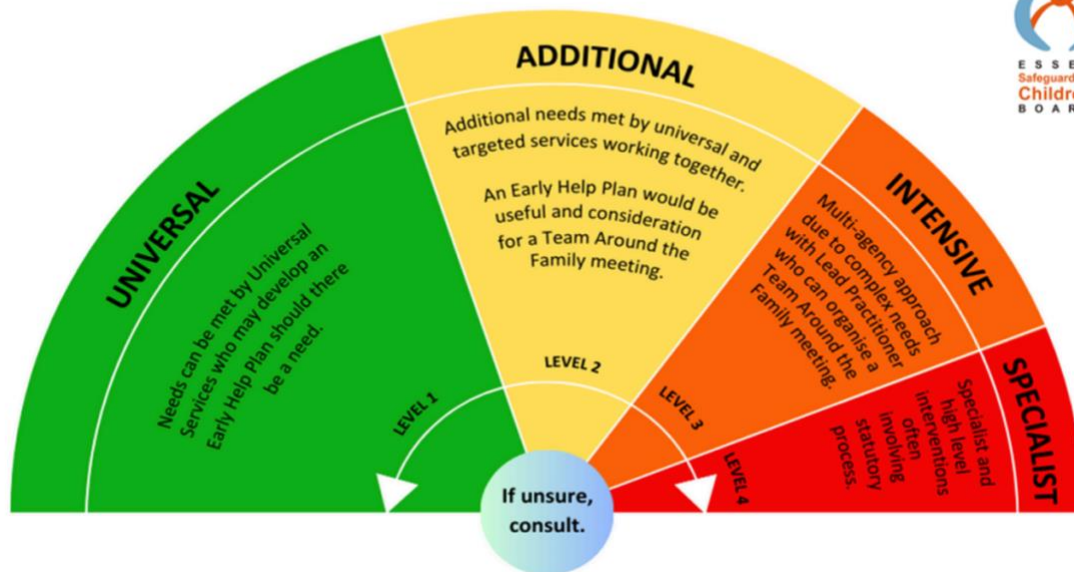


Appendix A:



Appendix B: Essex Windscreen of Need and levels of intervention

The Effective Support Windscreen



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

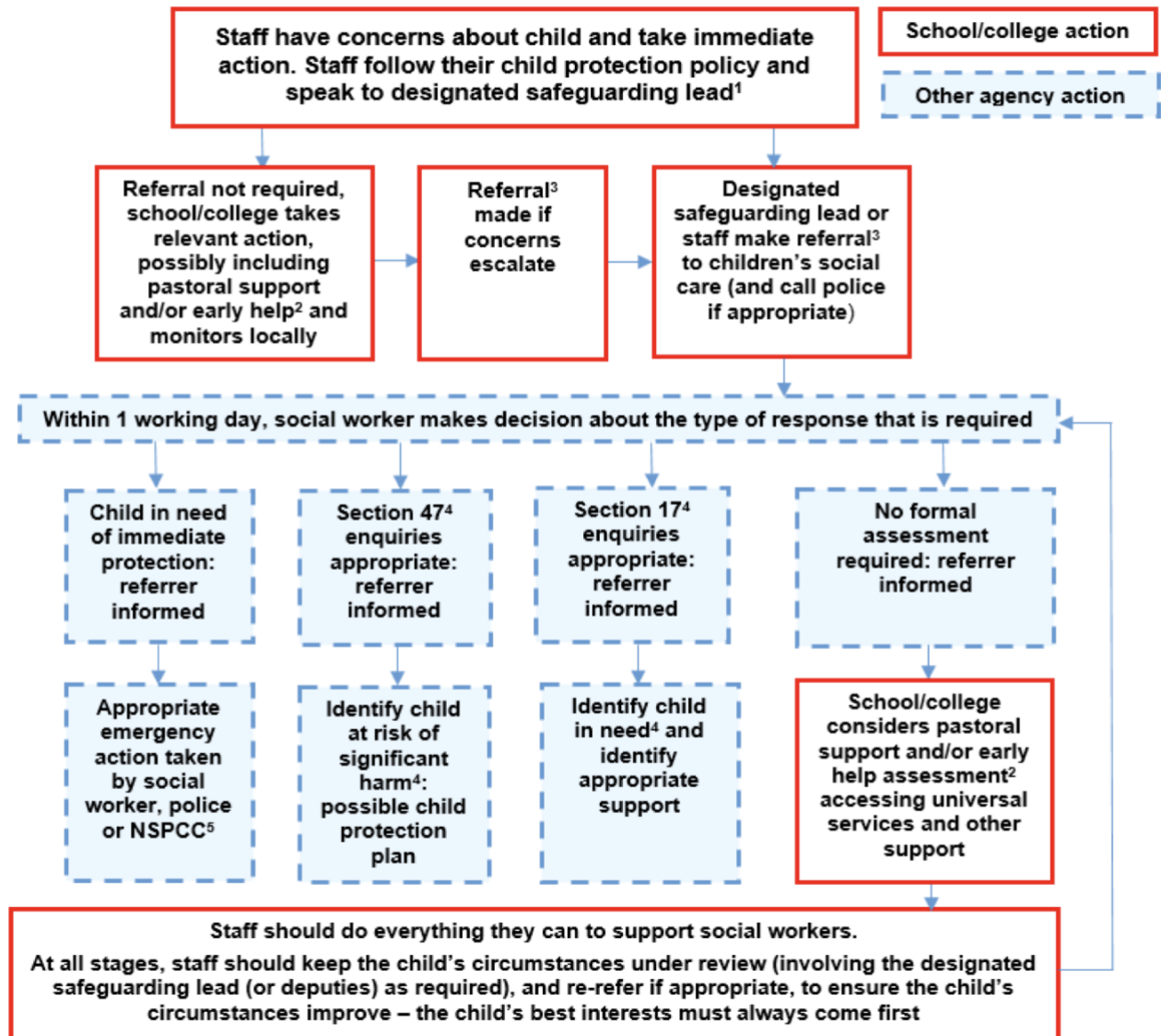
Children with **Additional** needs are best supported by those who already work with them, such as Family Hubs or schools, organising additional support with local partners as needed. When an agency is supporting these children, an Early Help Plan and a Lead Professional are helpful to share information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

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

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

A flowchart setting out the actions taken where there are concerns about a child

Figure 1



Appendix C: Missing Child Protocol

Arrangements for Children Who are Absent From Education

Definition of Absent from Education (CAFE)

A child may be considered 'absent from education' if they are persistently absent; not regularly attending school or engaging with alternative provision but the parent has remained in communication with the school. There may be many reasons for this and for some children these reasons were exacerbated by the prolonged pandemic. The school, however, must exercise a safeguarding duty of care response to all pupils with a prolonged period of absence or frequently repeated periods of absence (Persistent Absence). In such cases we work closely with the child and their family to develop an "Attendance support plan" to help them to return to, and consistently attend education. Following the implementation and review of the support plan, if attendance does not improve, the school may make a referral to the Children and Families Hub to request additional support for the family.

Please see our Attendance Policy for further information.

Definition of Missing (CME)

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

Clarity 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 as per our Attendance Policy) 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 as per our Attendance Policy.
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.

Appendix D:**RED FLAG Notification of Concern**
(PRINT FROM SAFEGUARDING POLICY)

Name of referrer:

Signed:.....

Date reported:/...../.....

Time reported:

Reported to:

Received by DSL/DDSL:/...../..... at

Actions required:

1. Indicate below if there is an immediate risk of harm – *Does the child have an injury? Has the child disclosed actual or risk of harm/abuse (consider PENS)?* – If “**yes**” - tick the box; if “**no**” – go to no.2.

☐**URGENT action required by the DSL/DDSL - please hand to 1.DSL 2. DDSL or 3. Office Staff immediately.**

2. Ensure the concern has been recorded on **CPOMs** and that **DSL and both DDSLs** have been “**Alerted**”. This will enable them to view the concern promptly without a need for searching.
3. **Deliver** this **RED FLAG by hand** to DSL or DDSL **ASAP**. If they are each in a meeting, please hand to Office Staff (Admin) and they will ensure it is passed on ASAP.

Version [3]

Appendix E: Safeguarding information for visitors to school, summary

I have read the following policy, signed



Name:

Date:

VERSION [8]

Welcome to Clarity Independent School

As a visitor to our school it is important that you are aware of our safeguarding procedures – please ask a member of staff if you are unsure of anything in this leaflet

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 (Keeping Children Safe in Education, DfE 2026)

- All visitors should be prepared to provide formal identification and, where required, evidence of their Disclosure and Barring Service (DBS) Check (this may be a letter from an employer to confirm the appropriate DBS check has been obtained)
- All visitors must wear the lanyard provided upon signing in – this must be worn and kept visible at all times while on site
- Where visitors have parked on school site, they must ensure their registration details are provided when they sign in
- All visitors must sign out and hand in the lanyard provided when leaving the school site

We take safeguarding very seriously in our school. Everyone in school has a role to play in keeping children safe, although there are certain key people with particular responsibilities:

Headteacher:	Mrs Debbie Hanson
Designated Safeguarding Lead:	Mrs Chelle Deveney
Deputy Designated Safeguarding Lead:	Mrs Debbie Hanson, Mr Richard Clow

What is Abuse?

Abuse is maltreatment of a child. This may be neglect, any form of physical, emotional or sexual mistreatment that leads to harm or injury, or failure to protect a child from harm. It can happen to any child regardless of their age, gender, race or ability and may be inflicted on the child by an adult / adults or another child or children.

What to do if you are worried about a pupil:

You may observe something or become aware of information about a pupil which concerns you while you are in school. If you do, it is important that you share your concerns with the Designated or Deputy Designated Safeguarding Lead. The school office will make arrangements for you to speak to them if you cannot locate them.

What to do if a pupil makes a disclosure:

- React calmly, listen without displaying shock, disbelief or making judgements
- Do not promise confidentiality – explain that you must share the information with the Designated Safeguarding Lead
- Reassure the pupil, but only so far as is honest and reliable
- Do not interrogate the pupil, ask leading questions or criticise the alleged perpetrator.
- Make accurate notes (record the date, time, place, your observations and exactly what the pupil has said) on a pink 'Red Flag' safeguarding template form, located in the staffroom or main office. Please ask a staff member if you have trouble locating them, as it is essential you record your concerns as soon as you have discovered them, the same day, and do not leave it.



- Report your concerns immediately to the Designated or Deputy Designated Safeguarding Lead
- Follow the school Child Protection Policy and procedures at all times

What to do if you have concerns about a member of staff

If you are concerned about the conduct of a member of staff following something you have observed or a disclosure, you must report this to the Headteacher (or DSL in absence of the Headteacher). If your concern is about the Headteacher, you must report this to the Local Authority Designated Officer (LADO) on 03330 139 797.

What to do to keep yourself safe

- Always speak to pupils calmly and respectfully
- Avoid physical contact with pupils unless you are preventing them from harming themselves or others
- Avoid being alone with any pupil – you should not do so unless there is a specific reason to do so and other staff are aware.
- Always tell someone if a pupil touches you or speaks to you inappropriately (record the incident, including the time and date, and give this to the Headteacher / Designated Lead)
- Never exchange personal contact details with a pupil or arrange to meet them outside of the school environment
- Never have contact with a pupil on social media
- Never use a personal mobile phone or camera around pupils
- Never discuss confidential information outside of school or on-line

Fire and emergency evacuation

If the alarm sounds (one continuous loud alarm), exit by the nearest fire exit and make your way to the assembly point in the car park. **This is demonstrated on a map on the back of each internal door – please use this to familiarise yourself with the route you would take in case an emergency happens.** Please wait there until you are given permission to re-enter the building. If you discover a fire, please activate the alarm and inform a member of staff if possible. Please alert the Office team upon entry, if you feel you may need assistance to exit the premises in an emergency, whilst visiting the school.

First Aid

Many of our staff members are trained in First Aid. If you need assistance, please inform a member of staff. Staff with Emergency First Aid at Work certificates on the First Aid room door are qualified to complete first aid with adults. Visitors should not treat pupils unless permission has been given by the Headteacher. In an emergency do not hesitate to call 999 for an ambulance.

Accidents and Incidents

Please report any accident or near miss to the school office.

Use of school internet

All users of the school systems and Wi-Fi must comply with the E-safety policy. Please ask at the school office for details. Please note our internet is filtered in line with KCSIE 2026 requirements and your use of Clarity's internet will be monitored accordingly.