

Rochford Primary and Nursery School (Academy)



CHILD PROTECTION POLICY



Our Vision Statement

'Inspiring lifelong learning'

We are committed to providing:

- inspirational teaching;
- a stimulating environment; and
- a challenging and interesting curriculum

so that children learn a variety of skills and are inspired to develop a love of learning.

A happy, safe and caring school where:

- every child can reach their full potential;
- staff are valued; and
- visitors feel welcome.

We are committed to developing an inclusive school at the heart of the Rochford Community where

Rochford Primary School ensures:

- every child's happiness and needs are of great importance;
- where there are high expectations of good behaviour; and
- where all members of the school community value good manners and co-operation.

We are committed to:

- communicating and working effectively with parents so there is a genuine partnership supporting children's learning.

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SEEAT KEY CONTACTS

SCHOOL	WHSG	ROCHFORD	PRINCE AVENUE	HOLT FARM
LA	SOUTHEND	ESSEX	SOUTHEND	ESSEX
DESIGNATED SAFEGUARDING LEAD	Mrs S Bain	Mr S Owen	Mr G Clement	Mrs L Wass
DEPUTY DESIGNATED SAFEGUARDING LEAD	Dr P Hayman	Mrs S-J Bagnall	Mrs C Thornton	Mrs C Richardson
DESIGNATED SAFEGUARDING GOVERNOR	Ms M Sood	Ms S Worthington	Mrs C Harris	Mrs S Walter
E-SAFETY OFFICER	Mr M Moore	Mrs S Watkins	Mr W Hill	Mrs T Smith
LOCAL AUTHORITY DESIGNATED OFFICER (LADO)	Mrs Allison Francis CONTACT NUMBER: 01702 534539	INITIAL RESPONSE TEAM 0845 603627 DUTY LADO CONTACT NUMBER 03330 139 797	Mrs Allison Francis CONTACT NUMBER: 01702 534539	INITIAL RESPONSE TEAM 0845 603627 DUTY LADO CONTACT NUMBER 03330 139 797

REFERRAL TO SPECIALIST SERVICES

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

ESSEX: **0845 603 627**

SOUTHEND: **01702 215007**

To make **URGENT** referrals **OUT OF OFFICE HOURS** telephone

ESSEX OR SOUTHEND: **0845 606 1212**

1. PURPOSE

Everyone who comes into contact with children and their families has a role to play in safeguarding children from sexual, physical, emotional abuse and neglect.¹ School staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children and it is their duty to work with Social Care, the police, health services and other services to promote the welfare of children and protect them from harm. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

(Keeping Children Safe in Education – DfE, 2019)

The document 'Keeping Children Safe in Education – DfE, 2019) **MUST** be read in conjunction with this policy and should be kept as an appendix to the said policy.

2. INTRODUCTION

2.1 ROCHFORD PRIMARY & NURSERY SCHOOL takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount" (the Children Act 1989).

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

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

- **Prevention** through the creation of a positive school atmosphere and the teaching, and pastoral support offered to pupils.
- **Protection** by following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively to child protection concerns. Pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- **Support** to pupils who may have been abused.

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

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

3. TYPES OF ABUSE/SPECIFIC SAFEGUARDING ISSUES

¹ Types of Abuse and Neglect can be found in 'Keeping Children Safe in Education, Annex A (2019)'

Keeping Children Safe in Education (DfE, 2019) defines abuse as the maltreatment of a child.

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

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

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect, so we are able to identify children who may be in need of help or protection.

Peer on peer abuse

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

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, ‘sexting’ or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

Children with special educational needs and disabilities

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

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

Children missing from education

All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police).

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

Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. In Essex, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

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

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

Child criminal exploitation

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

Domestic abuse

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We work with other key partners and

will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

Female Genital Mutilation (FGM)

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

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

Forced marriage

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

Prevention of radicalisation

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

It requires schools 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; and
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

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

Our school works in accordance with local procedures for PREVENT and with other agencies, sharing information and concerns as appropriate. Our staff understand how to identify those who may benefit from this support and how to make a referral to the Essex CHANNEL panel (*Appendix B*).

4. FRAMEWORK

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

The development of appropriate procedures and the monitoring of good practice in Essex are the responsibilities of the [Essex Safeguarding Children Board](#) (ESCB). In Essex all professionals must work in accordance with the [SET Procedures \(ESCB, 2018\)](#).

Our school also works in accordance with the following legislation and guidance:

[Keeping Children Safe in Education \(DfE, 2019\)](#)

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

Education Act (2002)

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

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

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

Children and Social Work Act (2017)

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

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

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

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

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

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

Children Act (1989)

Children Act (2004)

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

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

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

5. ROLES AND RESPONSIBILITIES

5.1 All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school carrying out these responsibilities for the current year are listed on the cover sheet of this document.

5.2 It is the role of the Designated Safeguarding Lead to ensure that all child protection procedures are followed within the school, and to make appropriate, timely referrals to Essex Social Care in accordance with SET procedures. The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matters of safety and safeguarding;
- undertake training;
- raise awareness of safeguarding and child protection amongst the staff and parents; and
- ensure that child protection information is transferred to the pupil's new school.

If for any reason the Designated Safeguarding Lead is unavailable, a Deputy Designated Safeguarding Lead will act in their absence. Additionally, it is the role of the Designated Safeguarding Lead to ensure all staff employed including temporary staff, volunteers and contractors within the school, are aware of the school's child protection procedures, to advise staff and to offer support to those requiring this.

5.3 The Governing Body and school leadership team are responsible for ensuring that the school follows recruitment procedures that help to deter, reject or identify people who might abuse children (*see 'Safer Recruitment' policy for further information*)

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

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

5.6 The Headteacher/Designated Safeguarding Lead and Designated Governor will undertake an annual Safeguarding Audit in line with their responsibilities under S.175 and S.157 of the Education Act 2002.

5.7 The school will publish its Child Protection Policy on its school website alongside 'Keeping Children safe in Education' (DfE, 2019).'

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

5.9 As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. The school will ensure that pupils, parents and families, school staff and other professionals engaging with schools can have access to personal advice and understand who they can turn to for support in relation to preventing violent extremism issues.

6. PROCEDURES

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).

6.1 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, 2018)
- Essex Effective Support
- Keeping Children Safe in Education (DfE, 2019)
- Working Together to Safeguard Children (DfE, 2018)
- 'Effective Support for Children and Families in Essex' (ESCB, 2017)
- PREVENT Duty – Counter-Terrorism and Security Act (HMG, 2015)

6.2 When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place. They are given a copy of our school's Child Protection policy, told who our Designated Safeguarding Lead and Deputy are and are informed how to share concerns with the designated Safeguarding Lead or Deputy. Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and/or Police. Less urgent concerns or requests for support will be referred to the Children and Families Hub via the [Essex Effective Support](#) portal.

6.3 Staff are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training. There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff.

However, the Headteacher will ensure they are aware of the school's policy and the identity of the Designated Safeguarding Lead and Deputy.

6.4 Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead or in their absence, the Deputy Designated Safeguarding Lead, and write a report within 24 hours, following the disclosure. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff or the LADO.

6.5 The Designated Safeguarding Lead or the Deputy will immediately refer cases of suspected abuse or allegations to Essex Social Care Direct by telephone and in accordance with the procedures outlined in the SET procedures and in 'Effective Support for Children and Families in Essex' (ESCB, 2017).

6.6 The telephone referral to Essex Social Care Direct must be confirmed in writing within 48 hours on the relevant authority social care form. Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure plus any advice given.

6.7 The school will always undertake to share our intention to refer a child to Children's Social Care with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from the Initial Response Team (IRT) and / or Essex Police.

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

6.9 Safeguarding contact details will be kept prominently displayed in the school to ensure that all staff have unfettered access to safeguarding support.

7. TRAINING AND SUPPORT

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

7.2 The school will ensure that the Designated Safeguarding Lead (and Deputy) also undertakes training in inter-agency working and other matters as appropriate.

7.3 The Headteacher will provide support and supervision to staff involved in child protection issues.

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

8. PROFESSIONAL CONFIDENTIALITY

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

8.2 Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held and treated confidentially.

9. RECORDS, MONITORING AND INFORMATION SHARING

9.1 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, the status of such records and when these records should be passed over to other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and regularly reviewed; and our online school privacy notices accurately reflect our use of data for child protection purposes.

9.2 Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen (if appropriate, using a body map to record), putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken. This should be presented to the Designated Safeguarding Lead (or Deputy) who will then decide on appropriate action and record this accordingly.

9.3 Any records related to child protection are kept 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. Our setting uses CPOMS to store information securely and confidentially.

9.4 Where a pupil transfers from our school to another school/educational setting, their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's designated Safeguarding Lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school.

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

10. INTERAGENCY WORKING

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

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

11. SUPPORTING PUPILS AT RISK

11.1 Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.

11.2 Our school may be the only stable, secure and safe element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

11.3 Children and young people with special educational needs and disabilities can face additional safeguarding challenges because there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children with SEN and disabilities can be disproportionately impacted by

things like bullying without outwardly showing any signs; and difficulties may arise in overcoming communication barriers.

11.4 Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour & Discipline Policy.

11.5 Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

11.6 Our school will endeavour to support pupils through:

- The curriculum to encourage our pupils to stay safe, develop healthy relationships, self-esteem and self-motivation.
- The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of the school's behaviour management policies.
- A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable, but s/he is valued.
- Regular liaison with other professionals and agencies who support the pupils and their families.
- A commitment to develop open and honest and supportive relationships with parents with the child's best interest as paramount
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.
- Recognition that children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.
- Although, there are no current instances of young people being exposed to extremist messages within school, this is a risk of which we must all be aware. Risks could arise from:
 - Harmful influence on pupils – for example from staff, parents, external groups or other pupils
 - Inappropriate use of ICT systems
 - External groups using school premisesThe school is aware of this risk and will actively monitor the situation.

12. ALLEGATIONS INVOLVING A MEMBER OF STAFF

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 Handbook / Code of Conduct. The school works in accordance with statutory guidance and the SET procedures

(ESCB, 2018) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information on this.

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

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

SET procedures (ESCB, 2018) require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day. However, wherever possible, contact with the LADO will be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school does not carry out any investigation before speaking to the LADO.

13. USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

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

14. PROMOTING POSITIVE MENTAL HEALTH AND RESILIENCE IN SCHOOL

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

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

15. USE OF REASONABLE FORCE

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

16. WHISTLEBLOWING

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

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

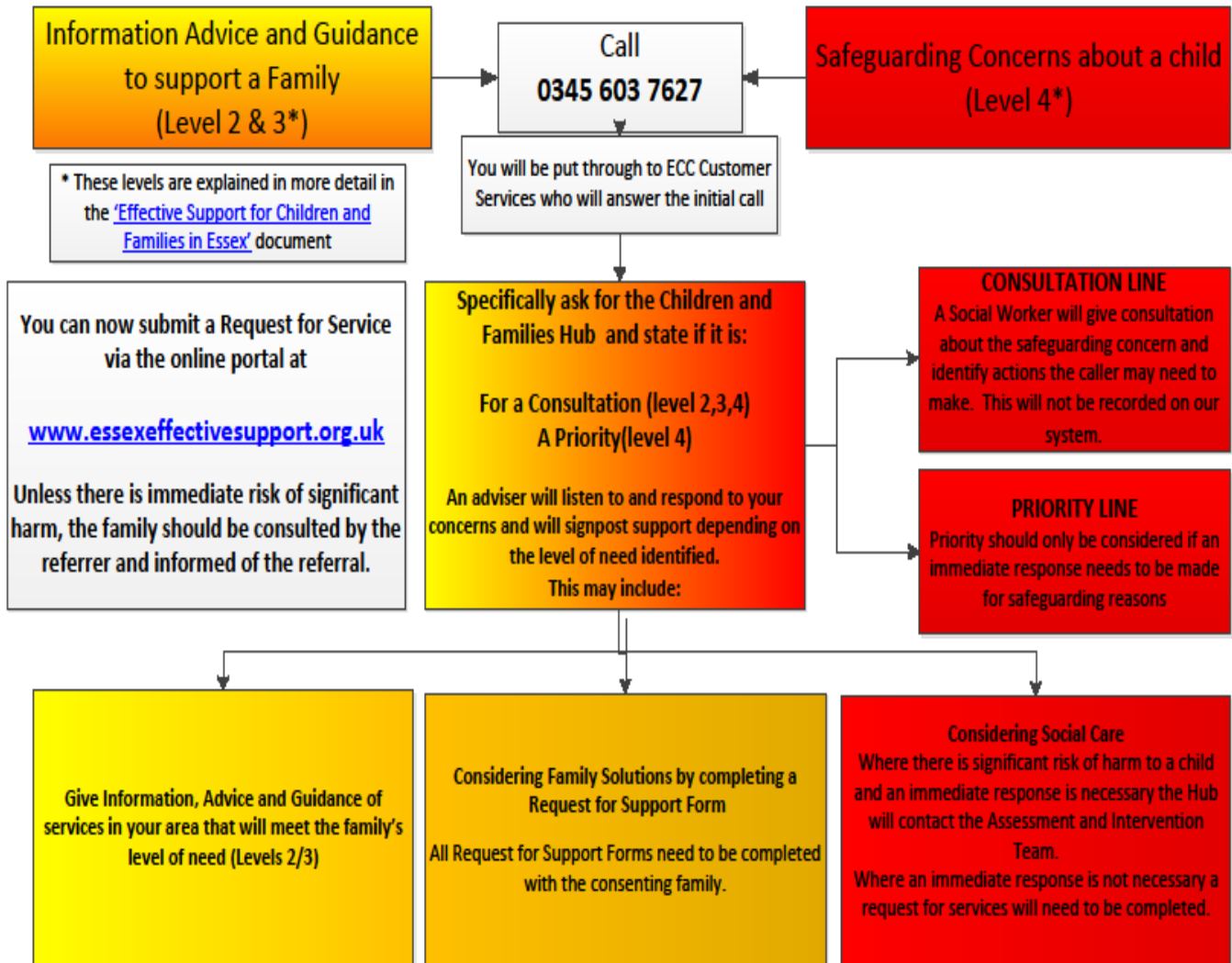
We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the the NSPCC whistleblowing helpline on: **0800 028 0285** (line is available from 8:00 AM to 8:00 PM, Monday to Friday)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

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

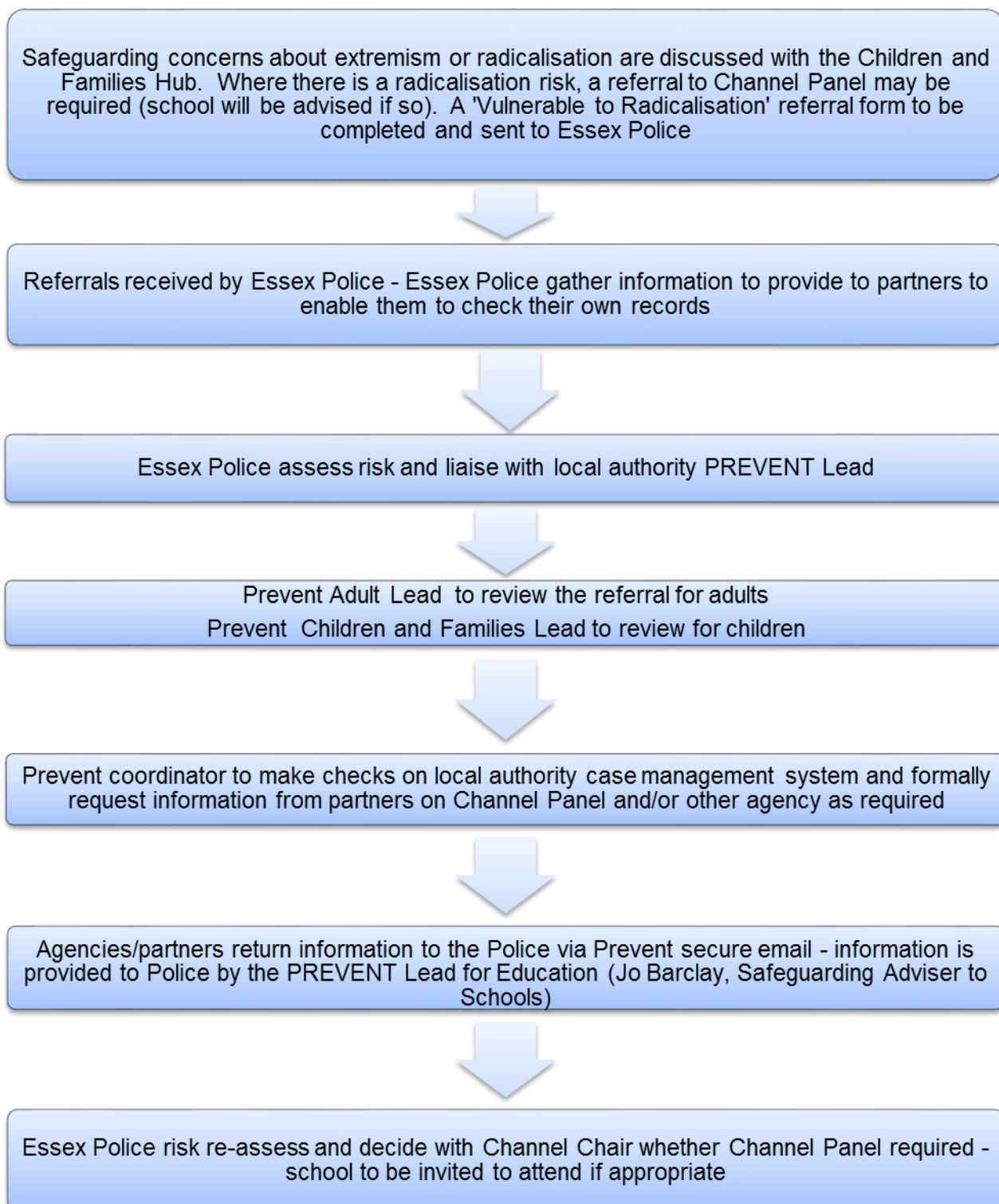
16. POLICY REVIEW

- 15.1 The SEEAT Board is responsible for ensuring the annual review of this policy.
- 15.2 The Local Governing Bodies are responsible for ensuring that the list of key contacts on the cover sheet is kept up to date.

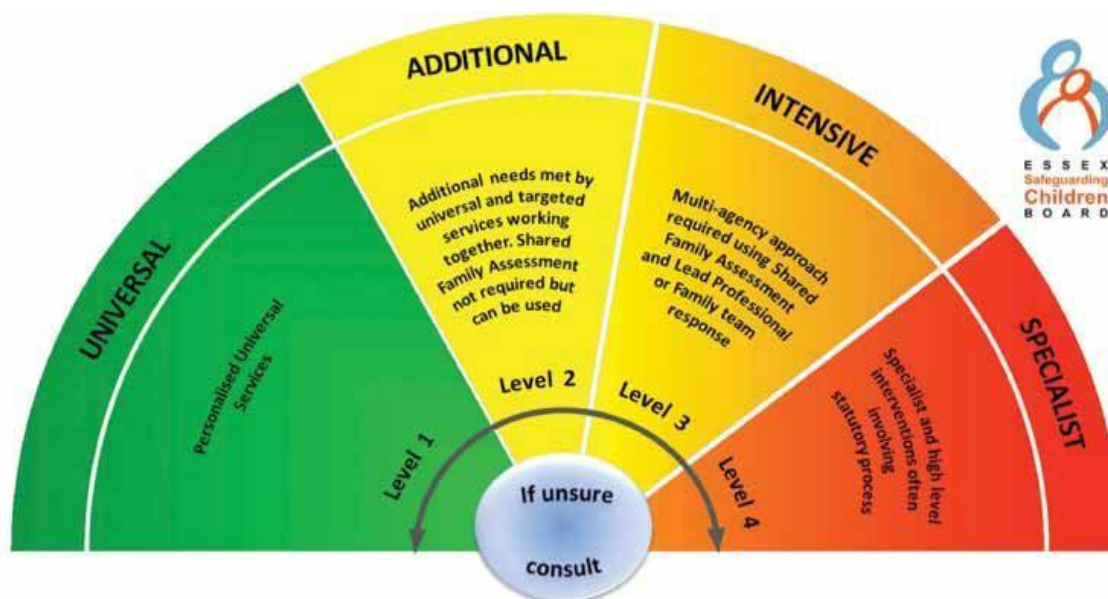
Children and Families Hub Partner Access Map
 (Mon-Thurs 8.45-5.30pm Fri 8.45-4.30pm) Out of Hours Tel no: 0345 606 1212



Appendix B: PREVENT Referral Flowchart



Appendix C: Essex Windscreen of Need and levels of intervention



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

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

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

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

Draft - Keeping children safe in education

Statutory guidance for schools and colleges

For information. This guidance will be published on 2 September 2019 and at that point KCSIE 2018 will be withdrawn. Until then schools and colleges must continue to have regard to KCSIE 2018.

A copy of Keeping Children Safe in Education (DfE, 2019) can be found in the Policies Folder, Safeguarding Folder, School Server under 'Staff Shared' and on the school website (www.rochford.essex.sch.uk). The document will be shared with all staff who will sign that they have read and understood it.