



Gosfield School

Safeguarding and Promoting the Welfare of Pupils

Whole School, including EYFS

The policy is next due for formal review by Governors in September 2020. Interim reviews are carried out by the DSL Amanda Gwynne and minor updates reported to the Senior Leadership Team and all staff notified.

Action	Policy to be reviewed as required and at least annually		
	Owner	Date	Completed
Approved	Board of Governors	September 2021	December 2021
Ratified	Board of Governors	September 2021	December 2021
Review	Board of Governors	July 2021	December 2021

To be published on the following: Staff network, School website and the Inspector's portal

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1. Policy statement

1.1 All the School's Governors are responsible for ensuring that mechanisms are in place to assist staff to understand and discharge their Safeguarding responsibilities. This policy has been authorised by the Governors, is addressed to all Governors, members of staff, visiting part-time staff, such as instrumental teachers or coaching staff, and volunteers, is available to parents on request and is published on the School website. This policy can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit. All adults in the school community are responsible for Safeguarding and promoting the welfare of children, we encourage all staff to be vigilant to the signs of abuse and to report any concerns to the DSL (Designated Safeguarding Lead, Mrs Amanda Gwynne). It is important to remember that anyone can make a referral if they are unhappy with the way a case is being handled. Gosfield School is committed to acting in the best interests of the child.

1.2 Safeguarding and promoting the welfare of children is defined in the DfE's Keeping Children Safe in Education (September 2020) as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action in the best interests of the child to ensure the best outcomes. A child centred approach is fundamental to Safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families. *Working Together to Safeguard Children 2018*

1.3 Every pupil should feel safe and protected from any form of abuse which, in this policy, means protection from multiple harms including any kind of physical abuse, emotional abuse, sexual abuse and neglect, exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation, criminal exploitation, serious youth violence and the influences of extremism leading to radicalisation.

Working Together to Safeguard Children 2018 (for further information see 5.1 and Appendix 3). All children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality, or beliefs. No child or group of children must be treated any less favourably than others in being able to access services which meet their particular needs.

1.4 Safeguarding and promoting the welfare of children There is an important distinction between safeguarding children who have suffered or are likely to suffer significant harm (where cases should be reported to Children's Social Care immediately) and action required to promote the welfare of children in need of additional support even if they are not suffering harm or are at immediate risk.

2. Principles

2.1 Gosfield School (the School) is committed to Safeguarding and promoting the welfare of children and young people and expects all staff, Governors and volunteers and supply staff to share this commitment. We recognise that children have a fundamental right to be protected from harm and that pupils cannot learn effectively unless they feel secure. We therefore aim to provide a school environment which promotes self-confidence, a feeling of self-worth and the knowledge that pupils' concerns will be listened to and acted upon. The children are taught about Safeguarding and are made aware of who the Safeguarding Team are.

We contribute to inter-agency working and have developed this policy in consultation with the Essex Safeguarding Children Board (ESCB) and have taken account of guidance issued by the former Department for Children, Schools and Families (DCSF), and the Department for Education. We comply with the Independent Schools Standards regulations (section 3).

Further details of the framework around which Gosfield School's safeguarding arrangements have been made can be found in the following documents:

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2018)
- Keeping Children Safe in Education (DfE, September 2020)
- Voyeurism (Offences) Act 2019
- FGM (DFE, June 2019)
- Disqualification under the Childcare Act 2006 (June 2016)
- What to do if you're worried a child is being abused (March 2015)
- Working Together to Safeguard Children (DfE, 2018)
- Information Sharing: Advice for Practitioners (March 2015)
- 'Effective Support for Children and Families in Essex' (ESCB, July 2017)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)
- Prevent Duty Guidance: for England and Wales (Prevent, July 2015)
- The Prevent duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)
- 'Sexting in school and colleges', UK Council for Child Internet Safety (UKCCIS), January 2017
- Children missing education: statutory guidance for local authorities (September 2016)
- Sexual violence and sexual harassment between children in schools and colleges (May 2018)
- The Serious Crime Act 2015 (Home Office, 2015) FGM
- Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)
- DfE: Mental health and behaviour in schools November 2018

The School will take all reasonable measures to:

- Ensure that we practise safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the guidance given in Keeping Children Safe in Education (September 2020) and the Education (Independent School Standards) (England) Regulations 2014. Procedures are outlined in the School's Recruitment and Selection policy available on the staff network or on request from the School Office.
- Ensure that we carry out all necessary checks on the suitability of people who serve on the School's governing body in accordance with the above regulations and guidance given in Keeping Children Safe in Education (September 2020).
- Ensure that where the School ceases to use the services of any person (whether employed, contracted, a volunteer, supply staff or student) because that person was considered unsuitable to work with children, a detailed report is made to the Disclosure and Barring Service (DBS) as soon as possible after the person has ceased to provide services to the School and in any event within one month of the person leaving the school. The LADO (Local Authority Designated Officer) will also be informed. This includes dismissal, non-renewal of a fixed-term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed

by a contractor and any relevant instances of resignation and voluntary withdrawal from any of the above. Where a dismissal does not reach the DBS referral threshold, consideration will be given to making a referral to the Department for Education and Teaching Regulation Agency. Reasons for making such a referral would include: unacceptable professional conduct; conduct that may bring the profession into disrepute; or a conviction, at any time, for a relevant offence.

- Ensure that where staff from another organisation are working with our pupils on another site, we have received confirmation that appropriate child protection checks and procedures apply to those staff and that any such checks do not raise any issues of concern in relation to the suitability of those staff members to work with children.
- Ensure that its safeguarding arrangements follow the procedures and practice of the ECSB and local safeguarding partners as part of the inter-agency safeguarding procedures set up by it.
- Ensure that early help support is provided as soon as a problem emerges.
- Protect each pupil from any form of abuse, whether from an adult or another pupil or child.
- Be alert to signs of abuse both in the School and from outside.
- Deal appropriately and promptly with every suspicion or complaint of abuse and to consider, at all times, what is in the best interests of the child.
- Design and operate procedures which promote this policy.
- Design and operate procedures which, so far as possible, ensure that teachers and others within the School community who are innocent are not prejudiced by false allegations.
- Support pupils who have been abused in accordance with their agreed child protection plan where these are in place.
- Be alert to the medical needs of children with medical conditions.
- Operate robust and sensible health and safety procedures, see Gosfield School Health and Safety Policy.
- Ensure where there is a need to use reasonable force to protect children, this will be proportionate and controlled to minimise the risk of stress or harm to students.
- Take all practicable steps to ensure that School premises are as secure as circumstances permit.
- Have regard to statutory guidance issued by the Secretary of State for Education (DfE) in accordance with section 175 of the Education Act 2002 and associated regulations.
- Review and consider how pupils should be taught about Safeguarding.
- Identify children who may be vulnerable to radicalisation, and know what to do when they are identified in order to fulfil the Prevent duty.
- Ensure that all Governors and staff are aware of their responsibilities with regards to Safeguarding through appropriate training which is regularly renewed, and other annual updates.

3. Key Contacts

3.1 Contacts within School

Role	Name	Telephone	Email
Designated Safeguarding Lead	Mrs Amanda Gwynne (Assistant Principal Pastoral)	01787 474040	a.gwynne@gosfieldschool.org.uk
Deputy Designated Safeguarding Lead	Mrs Amanda Watts (Assistant Principal SENCO)	01787 474040	a.watts@gosfieldschool.org.uk
Deputy Designated Safeguarding Lead	Mrs Kate Hornshaw (Head of Prep and Nursery)	01787 474040	k.hornshaw@gosfieldschool.org.uk
Principal– Deputy Designated Safeguarding Lead	Mr Guy Martyn	01787 474040	principal@gosfieldschool.org.uk
Chairman of Governors	Mr Peter Sakal	peter@gfm.co.uk Contact by a handwritten letter addressed to Peter Sakal at the school address	
Governor with responsibility for Safeguarding	Mrs Jo Tarbin		j.tarbin@gosfieldschool.org.uk
Deputy Chair of Governors	Mr Jon Corrall		j.a.corrall@btinternet.com

3.2 Children and Families Hub

All staff should follow the procedures in this policy if they have concerns about a child and speak to the member of staff identified as Designated Lead or her Deputies in her absence. However, all adults have the right to contact Social Services direct via the contacts listed below should they not be satisfied with the actions of the designated persons.

The telephone numbers of the Children and Families Hub are as follows:

ANY MEMBER OF STAFF CAN CONTACT SOCIAL SERVICES DIRECT IF THEY HAVE CONCERNS ABOUT A CHILD:

03330 134079. Secure email: Jacquie.wilkes@essex.gov.uk. cjsm.net.

Role	Name	Telephone	Email/Online
Call for Advice and Guidance	Children & Families Hub	0345 603 7627	https://www.essexeffectivesupport.org.uk/
Online request for non-urgent support	Children & Families Hub	Complete a Request for Support Form	https://www.essexeffectivesupport.org.uk/
LADO (Local Authority Designated Officer)	Jacquie Wilkes	03330 134079.	Jacquie.wilkes@essex.gov.uk

Duty LADO <i>Out of Hours</i>	Duty Staff: Jacquie Wilkes Mechelle de Kock Rebecca Scott Carole Fuller	03330 139797	
If a concern is raised outside office hours contact Essex Social Care	Essex Social Care	0845 606 1212	childrens.safeguarding@essex.gov.uk (please note this is not a secure address so any information sent must be password protected)
Allegations against a worker/ volunteer	Essex Social Care	03330 139797	childrens.safeguarding@essex.gov.uk

3.3 Local authorities

The Statutory Partners in Essex who are jointly responsible by law for keeping children safe in Essex are:

- Essex County Council
- Essex Police
- Five of the seven Clinical Commissioning Groups covering the County of Essex

These new partnership arrangements will continue to be referred to as the Essex Safeguarding Children Board (ESCB) keeping its name and identity as it is a well-known and trusted brand. ESCB ensures the coordination of safeguarding work by all agencies and monitors the effectiveness of child protection work across the three local authority areas.

Further information can be found on the escb@essex.gov.uk website:

Below are contact details for children's social care for authorities near to the School:

Local Authority	Working hours	Out of hours
The Essex Safeguarding Children's Board (ESCB)	Room C228, County Hall, Chelmsford, CM1 1QH. Tel: 0333 013 8936 (General Enquiries) Email: escb@essex.gov.uk If you are concerned about a child, call 0345 603 7627	0845 606 1212 (Emergency Duty Service Number) Email: Emergency.DutyTeamOutOfHours@essex.gov.uk
Suffolk Local Authority Designated Officers Suffolk Safeguarding Partnership	Floor 3, Gold Block, Endeavour House, 8 Russell Road, Ipswich, IP1 2BX Tel: 01473 265359, for allegations against all staff and volunteers.	lscbcommunication@suffolk.gov.uk Suffolk Professional Consultation Line 03456 061 499

4. Child protection procedures – summary

Every complaint or suspicion of abuse from within or outside the School will be taken seriously and in line with published local thresholds will be referred to an external agency such as the Children’s Social Care department in the relevant local authority (Essex or Suffolk) or the child protection unit of the police, without investigation within the School. In these cases, the following referral procedures apply:

- If the allegation is against a member of staff, the Designated Safeguarding Lead (DSL) or a Deputy DSL, the allegation should be reported to the Principal immediately. The matter will be referred by the Principal or the Designated Safeguarding Lead to the Local Authority Designated Officer (LADO) within one working day. If the Designated Safeguarding Lead is making the referral, she will keep the Principal informed. Any doubts or concerns may be discussed informally with the LADO, initially on a “no names” basis.
- If the allegation is against the Principal, the person receiving the allegation should immediately inform the Chair of Governors, or in his absence the Deputy Chair, without first notifying the Principal. The Chair of Governors, or in his absence the Deputy Chair, will liaise with the LADO and relevant agencies as required. If an allegation is made against the Chair of Governors or another Governor, the allegation should be reported to the Principal. In either case, any such allegations will be discussed with the LADO within one working day before further action is taken.
- If the allegation does not involve a member of staff or a professional person and the child has suffered harm or is at risk of harm, the matter will be referred by the Designated Safeguarding Lead to the Children’s Social Care department where the child lives.

5. Management of Child Protection matters

5.1 The Board of Governors (“the Board”) takes seriously its responsibility to uphold the aims of the charity and its duty in promoting an environment in which children can feel secure and safe from harm. The nominated Governor for Safeguarding is Mrs Jo Tarbin. She instigates a review of the School’s safeguarding procedures on behalf of the Board and reports to the Board annually, making any recommendations for improvements. The nominated Governor also discusses safeguarding matters with the Designated Safeguarding Lead at least termly and reports to the Board at each meeting.

5.2 The Principal is responsible for ensuring that the procedures outlined in this policy are followed on a day to day basis.

5.3 The School has appointed a senior member of staff with the necessary status and authority (Designated Safeguarding Lead) to be responsible for matters relating to child protection and welfare. Parents are welcome to approach the Designated Safeguarding Lead if they have any concerns about the welfare of any child in the School, whether these concerns relate to their own child or any other. If preferred, parents may discuss concerns in private with the child's tutor (Senior School) or class teacher (Prep School) or the Principal who will notify the Designated Safeguarding Lead in accordance with these procedures.

5.4 The main responsibilities of the Designated Safeguarding Lead are:

- To be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection.

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- To act as a source of support, advice and expertise to staff on matters of Safety and Safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- To refer all cases of suspected abuse to the local authority Children's Social Care.
- To co-ordinate the child protection procedures in the School.
- To maintain an ongoing training programme for all School employees, Governors, volunteers and other individuals working at the school, including induction training for all such individuals, and provide regular updates.
- To monitor the keeping, confidentiality and storage of records in relation to child protection which are kept separate from pupil records.
- To ensure that notification of further record keeping is marked on the pupil records.
- To liaise with the Local Authority Designated Officer (LADO) where appropriate, and the Children and Families Hub (Essex).
- To keep parents informed of action to be taken under these procedures in relation to their child in accordance with section 12 of this policy.
- To liaise with the Principal to inform the Principal of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- To monitor records of pupils in the School who are subject to a child protection plan to ensure that this is maintained and updated as notification is received.
- To liaise with other professionals to ensure that the School contributes to inter-agency working in line with Working Together to Safeguard Children (July 2018). This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children who are subject to child protection plans.
- To ensure that locally agreed inter-agency procedures agreed by the Safeguarding Partners and guidance from ESCB in conjunction with SET (Southend, Essex and Thurrock) procedures are followed.
- To advise and act on all suspicions, concerns and/or evidence of the need for children to receive additional support, or of children who have suffered or are likely to suffer abuse and/or neglect, which is reported to the Designated Safeguarding Lead.
- Where appropriate, to take part in child protection conferences or reviews.
- To inform Social Services in writing when a child who is subject to a child protection plan moves to another school and to ensure the secure transfer of the child protection file to the pupil's new school (and that it is sent separately from the main pupil file).
- To keep and maintain records of staff training on child protection and safer recruitment procedures.
- To notify the Disclosure and Barring Service and LADO if the School ceases to use the services of a member of staff (or a governor or volunteer) because they are unsuitable to work with children.
- To liaise with the local Channel Panel if a child is deemed to be at risk of radicalisation.

5.5 The Designated Person for the School is Mrs Amanda Gwynne (Assistant Principal Pastoral) who may be contacted on 01787 474040.

She will:

- Advise, act promptly upon all suspicion, belief and evidence of abuse reported to her. She will seek advice from the LADO where necessary and advise the Principal on any immediate action required.
- Keep the Principal informed of all actions unless the Principal is the subject of a complaint. In this situation, the Designated Safeguarding Lead should consult with Mr

Peter Sakal, Chair of Governors or in his absence, Mr Jon Corrall, the Deputy Chair of Governors, without notifying the Principal first.

- Liaise with Social Services and other agencies on behalf of the School.

5.6 If the Designated Person is unavailable, her duties will be carried out by one of the Deputy Designated members of staff who have received appropriate training. The Deputy Designated staff are Mrs Amanda Watts (Assistant Principal SENCO) who may be contacted on 01787 474040 and Mr Guy Martyn (Principal) who may be contacted on 01787 474040. Mrs Kate Hornshaw (Head of Prep and Nursery) is the Deputy DSL for Early Years Foundation Stage (EYFS) and may be contacted on 01787 474040.

The Designated Safeguarding Lead and Deputy Designated staff have undertaken Level 3 child protection training and training in inter-agency working and will attend refresher training at two-yearly intervals. The Designated Safeguarding Lead has the appropriate authority and has been given the necessary time, funding, training, resources and support to carry out this role. The Head of Prep and Nursery has undertaken Level 3 child protection training for the EYFS.

5.7 EYFS (Nursery and Reception Class)

The safety and wellbeing of all our pupils at Gosfield School, from the Early Years Foundation Stage right through to the sixth form, is our highest priority. Photographs of all those entitled to collect children from the EYFS setting are kept on record and children will only be released to those on file. If parents or designated persons are unable to collect a child for any reason, the parents are required to email the School Office giving permission for someone else to collect them. This email must include the full name of the person and a photograph of them.

The Designated Safeguarding Lead is responsible for safeguarding children within the Early Years setting and liaising with local children's agencies as appropriate. The Head of Prep assists in this task. It is essential that Ofsted and ISI are informed as soon as is reasonably practicable, but at least within 14 days, of any allegations of serious harm or abuse by any person working or looking after children at the premises and of the action taken in respect of these allegations.

In the event of disqualification of a person employed in early years provision, the School will not continue to employ that person.

The School will give Ofsted the following information when relevant:

- details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006
- the date of the order, determination or conviction, or the date when the other ground for disqualification arose;
- the body or court which made the order, determination or conviction, and the sentence (if any) imposed; and
- a certified copy of the relevant order (in relation to an order or conviction)

6. Types of abuse

6.1 The definition of 'child abuse' is wide in order to cover all forms of cruelty that children may endure in their lives. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. There are four types of child abuse which are commonly identified as:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

6.2 Child sexual exploitation is a form of sexual abuse. It occurs where 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 online, and technology can be used to facilitate offline abuse. Children aged 12-15 years of age are most at risk of child sexual exploitation although victims as young as 8 have been identified, particularly in relation to online concerns. This may also include abuse and neglect, exploitation and can also be a sign of child criminal exploitation including involvement in county lines. The risk of child sexual exploitation is addressed as part of the PSHEE, RE and RSE programme of work on sexuality and sexual development, choice and consent, healthy relationships, harmful social norms and abusive behaviours and online safety.

6.3 Youth produced sexual imagery (commonly known as sexting) is defined as images or videos generated by children under the age of 18 that are of a sexual nature or are considered to be indecent.

6.4 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks, shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders.

6.5 Serious violent crime

All staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime, including:

- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance or unexplained injuries
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries
- Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs

6.6 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. Staff are trained to respond to individual needs and to support pupils by arranging mentoring where necessary. Support and guidance are also available from the School SENCO. The School identifies the need to explore certain behaviours. This can include:

- The need to explore further 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.
- Use of reasonable force to control challenging behaviours must be in line with a behaviour risk assessment coordinated with the school SENCO to reduce the risk of harm.

Further guidance is given at Appendix 3.

7. Signs of abuse

7.1 Possible signs of abuse include the following (but are not limited to and do not necessarily mean that abuse is occurring).

- The pupil says they have been abused or asks a question which gives rise to that inference.
- There is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries.
- The pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour. For example they may become aggressive, challenging, disruptive or withdrawn.
- The pupil does not want to change clothes in front of others or participate in physical activities.
- The pupil is having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry.
- The pupil talks about being left home alone, with carers that appear to be inappropriate or with strangers.
- The pupil is regularly missing from school or education.
- The pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons.
- The pupil's development is delayed in terms of emotional progress.
- The pupil suddenly loses or gains weight.
- The pupil drinks alcohol regularly from an early age.
- The pupil is concerned for younger siblings without explaining why.
- The pupil talks about running away.
- The pupil shies away from being touched or flinches at sudden movements.
- The pupil demonstrates undue anxiety, over-reacts to problems and demonstrates an excessive fear of making mistakes.
- The pupil appears neglected, e.g. dirty, hungry, inadequately clothed.
- The pupil is reluctant to go home, or has been openly rejected by parents or carers.

8. Preventing Radicalisation

8.1 Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. 'Extremism' is defined in the Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Through our PSHEE programme we teach a broad and balanced curriculum which encourages community cohesion, presents balanced presentation of political issues, and provides a safe space 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.

8.2 Signs of radicalisation: There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Background factors may contribute to vulnerability which are often combined with background influences such as family, friends or online, and with particular needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

- As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. As a school Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. This may include making a referral to the Channel programme and possibly to children's social care where the child lives through the Designated Safeguarding Lead with whom they should discuss their concerns. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

8.3 Risk assessment: The School has assessed the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

8.4 Working in partnership: The Designated Safeguarding Lead will continue existing partnership arrangements and keep open lines of communication with the ESCB and safeguarding partners.

8.5 Staff training: The Designated Safeguarding Lead and Deputy Designated staff have undertaken Prevent awareness training and are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. All staff has been made aware of the Prevent Duty through online training.

8.6 IT: Suitable filtering is reviewed to keep pupils safe from terrorist and extremist material when accessing the internet in school.

8.7 Procedures: If a member of staff is concerned that a pupil may be exposed to radicalisation the normal referral processes apply i.e. they should discuss it with the Designated Safeguarding Lead who will follow the safeguarding procedures outlined in this policy and may also make a referral to the Channel programme. Borderline cases will be discussed with the Channel Panel on a no-names basis.

9. Responsibility of all staff, Governors and volunteers

9.1 Every employee and Governor of the School as well as every volunteer who assists the School is under a general legal duty:

- To protect children from abuse.
- To be able to identify welfare concerns amongst the pupils and to be able to identify pupils who are in need of additional support. 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. Staff should be aware to report any concerns to the DSL (Designated Safeguarding Lead) or one of her deputies.
- To be aware of the School's child protection procedures and to follow them.
- To know how to access and implement the procedures, independently if necessary.
- To keep a sufficient record of any significant complaint, conversation or event.
- To report any matters of concern to the Designated Safeguarding Lead.

9.2 Training

All staff will undertake appropriate training including refresher training in accordance with advice provided by the ESCB and safeguarding partners for Essex and Suffolk. In addition, all staff members will receive safeguarding and child protection updates (via email and staff meetings) as required, but at least annually. Within the training, staff will be briefed on the need to have regard to each child's social sphere and respond accordingly to contextual factors.

All new staff, including temporary staff and volunteers, are provided with Induction training and all necessary documentation, including this policy (Safeguarding and Promoting the welfare of children) and the New Staff Induction policy. These explain how to contact the Designated Safeguarding Lead. They will also be supplied with the Staff Code of Conduct, the Staff Acceptable Use of IT policy (including online safety), the Whistleblowing policy, the School's Behaviour Policy, and the DfE's Keeping Children Safe in Education (September 2020) Part 1 and Annex A, any updates to this document are circulated to staff. In the training PowerPoint photos of the DSL and the DDSLs are included and these are also displayed throughout the school for pupils, and included in the visitors handout.

9.3 Whistleblowing: All staff are required to report to the Principal (or if the Principal is not available and the matter is urgent, a member of the Senior Leadership Team) any safeguarding concern or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. If a member of staff feels unable to raise their concern with the Principal (or a member of SLT), they should contact the Chair of Governors. Where a member of staff feels unable to raise an issue with the Principal or the Chair of Governors or feels that their genuine concerns are not being addressed, they may contact the NSPCC whistleblowing advice line. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. Malicious allegations may be considered as a disciplinary offence. Further detail on whistleblowing procedures is outlined in the School's Whistleblowing policy.

10. PROCEDURES WHEN A MEMBER OF STAFF IS WORRIED ABOUT A CHILD

10.1 Initial complaint: A member of staff, Governor or volunteer suspecting or hearing a complaint or suspicion of abuse must:

- Stay calm and sympathetic. Listen carefully to the child and keep an open mind. Staff, Governors or volunteers should not take a decision as to whether or not the abuse has taken place.
- Not ask leading questions. That is, a question which suggests its own answer. Ask open questions that will encourage a secure and sympathetic environment for the child, such as "Is there anything else you want to tell me?"
- Reassure the child but do not give a guarantee of absolute confidentiality. The member of staff, Governor or volunteer should explain that they need to pass the information to a member of staff who will ensure that the correct action is taken. Staff, Governors or volunteers should not make promises that they can't keep such as 'everything will be alright' but clearly explain what they have to do next and who they will talk to.
- Keep a sufficient and accurate written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the Designated Safeguarding Lead as soon as possible.
- Not take any further action unless specifically requested by the Designated Safeguarding Lead or the Principal.
- Only share information on a need-to-know basis and must not discuss the matter.

10.2 Preserving evidence: All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be safeguarded and preserved. The reasons for contacting the Police or other safeguarding partners must be recorded.

10.3 Reporting: All suspicion, safeguarding concerns or complaints of abuse must be reported to the Designated Safeguarding Lead or Deputy Designated Safeguarding Leads, or if the complaint/ concern involves a member of staff, to the Principal. Details of procedures for reporting allegations against members of staff are given at section **11** and Appendix 2-

If in exceptional circumstances you are not able to speak to the Designated Safeguarding Lead, the Deputy Designated staff or the Principal, you should speak to your line manager. If there is risk of immediate serious harm to a child and you are not able to follow this referral procedure, contact the Children and Families Hub where the child lives (see section 15 for contact numbers). If there is an immediate emergency, dial 999 and report the matter to the police.

10.4 Members of staff must, as soon as possible after making a report, complete a Reporting Form which can be found at Appendix 1 and give this to the DSL. Copies are available in the staff rooms.

10.5 Action by the Designated Safeguarding Lead on receiving a notification of concern. The Designated Safeguarding Lead will, when taking action:

- Clarify the issues with the person raising the concern.
- Refer the matter to the Principal in order to agree on the next steps, depending on the seriousness of the suspicion/ concern or complaint. A complaint involving a serious criminal offence will always be referred to Social Services and the Police immediately.
- Consider the wishes of the pupil who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times when the

situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil's wishes.

- Consider the wishes of the complainant's parents, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Safeguarding Lead is concerned that disclosing information to parents would put a child at risk, she may take further advice from the relevant professionals before informing parents. A disclosure to children's services may be made without prior contact with a child's parents.
- Depending on the nature of the disclosure, advice will be sought from Social Services as to when to notify the complainant's parents.
- Consider duties of confidentiality, so far as applicable.

10.6 Female Genital Mutilation (FGM) is also categorised as a form of Honour Based Abuse (HBA): 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. The staff member should also inform the DSL.

10.7 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 are used and is a crime. 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 practices such as breast ironing and FGM. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Our staff are made aware through training how to report concerns where this may be an issue. The DSL should be informed of any concerns.

10.8 Types of referral: There are different types of referral procedures according to the nature of the disclosure made:

- Where a child has suffered or is at risk of significant harm and the matter does not involve a member of staff, a referral will be made to Children's Social Care where the child lives within 24 hours. Where there are concerns about a member of staff's suitability to work with children, a referral will be made to the LADO. When deciding whether to make a referral, the Principal and Designated Safeguarding Lead will not draw their own conclusions over what appear to be borderline cases and if there is room for doubt as to whether a referral should be made, and depending on the nature of the case, the Designated Safeguarding Lead will consult with either the LADO or the Children and Families Hub, without identifying the family.
- If the child is considered to be a concern and is not at risk of suffering immediate significant harm but requires additional support, the Designated Safeguarding Lead will refer the child to Children's Social Services department where the child lives. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency early help assessment, and procedures will be put in place by Children's Services to arrange this. The School will coordinate with the local inter-agencies involved and safeguarding partners.

- As soon as concern exists that a child may be at risk of significant harm, a referral will be made without delay (and in any event within 24 hours). If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to Social Services within 24 hours. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead will contact Social Services again.
- Where a disclosure relates to the mental health of a pupil and they are at risk from themselves rather than a third party, the Designated Safeguarding Lead will work in partnership with parents to support the well-being of the pupil. In some cases, parental consent is sought and referrals may be made to Emotional Wellbeing and Mental Health Service (EWMHS) or private health care professionals.
- Where a child is deemed to be at risk of radicalisation, the above procedures will be followed and a referral may also be made to the Channel programme.

10.9 Inter-agency working: The School will work with external agencies and in accordance with guidance outlined in Working together to Safeguard Children (2018). This will include contributing to inter-agency plans to provide additional support to children subject to child protection plans and allowing necessary access for children's social care. If required, the School will also supply information to ESCB and safeguarding partners so that it can perform its function as required under the Children Act 2004.

11. Allegations against staff

11.1 The School has procedures for dealing with allegations against staff, including the Principal (and Governors, volunteers and supply staff who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff, Governors, volunteers and supply staff from false or unfounded allegations. These procedures (which are set out fully in Appendix 2) follow part four of Keeping Children Safe in Education (September 2020) and work in accordance with the SET procedures section 7 (ESCB, 2019) and will be used where the member of staff, Governor, volunteer or supply staff has:

- Behaved in a way that has significantly harmed a child, or may have significantly harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she would pose a risk of significant harm to children.

11.2 Staff guidance: Guidance is given to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of significant harm or of allegations of significant harm to a pupil. Where pupils may display very challenging behaviour the School will assess the needs of the pupil and develop an IEP (Individual Education Plan) with advice from the SENCO to minimise the risk of needing to use reasonable force. Staff should also be particularly careful in situations where they are alone with pupils providing one-to-one tuition. This guidance is conveyed at safeguarding training for staff and a Staff Code of Conduct document is issued to staff and published on the staff network.

11.3 Any concern about a member of staff should be raised with the Principal immediately regardless of how unlikely it seems that there would be any substance to the concern. No further action may be necessary but it is important that the information is brought to the attention of the Principal in the first instance.

Further guidance is given in Appendix 2.

12. Allegations against pupils (peer on peer abuse/ child on child abuse)

12.1 All staff should be aware that safeguarding issues can manifest themselves via peer on peer/ child on child abuse. Children can abuse other children. This is most likely to include, but is not limited to, bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, upskirting, sexting and initiating/hazing type violence and rituals. Hazing is terminology that refers to a ritual that involves risk, pain, or harm to gain some form of initiation. College hazing often involves excessive alcohol consumption or ritualized pain endurance. Some gangs have hazing rituals that endure pain.

Staff should be aware of the importance of:

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

The School does not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We recognise that we have a responsibility to minimise the risk and we raise awareness about peer on peer/ child on child abuse through PSHEE 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 that way towards them.

12.2 Staff are trained in how to manage and report incidents of child on child sexual violence and sexual harassment and identify symptoms of serious violent crime. Where an allegation of abuse against one or more pupils has been made or where a member of staff, Governor or volunteer is concerned about peer on peer abuse, the child protection procedures set out in this policy should be followed and the Designated Safeguarding Lead informed. When responding to a report of sexual violence or sexual harassment it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. The wishes of the victim in terms of how they want to proceed are especially important. The pupil(s) accused of abuse and the victim of abuse will both be supported and treated as at risk and a referral will be made to Children's Social Care in respect of either child if that child is suffering or is at risk of significant harm. All staff are aware of the indicators that may signal that children are at risk from, or are involved with, serious violent crime. Including:

Unexplained gifts/new possessions - these can indicate children have been approached by/are involved with individuals associated with criminal networks/gangs

- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

Should staff raise a concern that a student may be at risk of serious violent crime they must report this to the DSL who will liaise with the ESCB and the safeguarding partners as required.

12.3 A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour will apply. The School will take advice from the Children and Families Hub on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse. The context of the offence is really important and the School will gather together all the relevant information prior to making a decision whether or not to report to the police. The decision and the rationale behind it will also be recorded. Should there be any vulnerabilities, or known patterns of behaviour occurring in school or the community this will be provided to the police.

12.4 If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the Children and Families Hub, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's guardian will be requested to provide support to the pupil.

12.5 Support for those involved in peer on peer/ child on child abuse (both parties) will be offered support through the school pastoral team, with regular monitoring by the Designated Safeguarding Lead. If Children's Social Care has been involved, then support may be provided through the Early Help process or wider safeguarding partners. In the immediate event of a disclosure the accused and the victim will be kept apart and be supported by a member of staff. The wishes of the victim, the nature of the allegations and the protection of all children in the school will be especially important when considering any immediate actions. The School will consider the proportionality of the response and support will be tailored on a case-by-case basis.

Informing parents

Parents will normally be kept informed, as appropriate, of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult with the Principal and/or the LADO, Children's Social Care, the Police before discussing details with parents.

13. Confidentiality and information sharing

13.1 When considering what information to share, the protection of the child must always be the most important consideration. Where, as practitioners, we need to share special category personal data, the Data Protection Act 2018 includes 'safeguarding of children and individuals at risk' as a condition that allows practitioners to share information without consent. 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.

13.2 Pupil child protection records: The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will co-operate with Police and Social Services to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 and in accordance with the requirements of Working together to Safeguard Children (July 2018). The Designated Safeguarding Lead will ensure that if a pupil who is subject to a child protection plan moves to another school, their child protection file will be transferred securely (and sent separately from the main pupil file) to a designated contact at the new school and confirmation of safe receipt obtained. The School will follow the guidelines for the deletion of pupil records once the pupil has transferred schools.

13.3 Allegations against staff: Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, the Police and Social Services will agree the information that should be disclosed and to whom.

14. Other safeguarding arrangements

Beyond the child protection procedures outlined in this policy, the School has put in place arrangements to safeguard pupils and to promote their welfare. These include the following:

14.1 Safer recruitment: The School takes seriously its responsibility to recruit staff, Governors, volunteers and supply staff that are suitable to work with children. The Recruitment and selection policy sets out the recruitment procedure from start to finish and outlines the checks that are carried out on staff including the s128 for those in management positions of responsibility, including obtaining written notification from any agency, or third party organisation they use that the organisation has carried out the DBS checks. Where the position requires a barred list check, this must be obtained by the agency or third party prior to appointing the individual. The School will also check that the person presenting themselves for work is the same person on whom the checks have been made. The recruitment procedures will include members of the Senior Leadership Team who are safer recruitment trained.

14.2 Private fostering: The School takes seriously its responsibility to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. The School monitors the progress of looked after children and previously looked after children.

14.3 Safeguarding on educational visits: The School will undertake the necessary safeguarding checks in accordance with guidance given in the DfE's Keeping Children Safe in Education (September 2020). This guidance includes requesting a written statement from the provider that they have completed vetting and barring checks on all their staff. Also when operating Home Stay (Exchange visits) that DBS checks for the accommodating parents have been completed and for those families with children aged 16 and 17yrs living in the house to have further DBS checks on the children if the School deems this necessary. The School reserves the right to exclude a pupil from a visit on medical/mental health and wellbeing grounds.

14.4 The use of mobile phones and cameras in the EYFS: Given the complex nature of the School, teaching and support staff (except those working in Reception and in the Nursery) are permitted to keep phones on their person, and available for use. Reception and Nursery staff are required to keep their mobile phones in a locked drawer whilst working in Reception and Nursery.

14.5 Listening to pupils: The School provides a range of opportunities for pupils to be listened to. Tutor groups throughout the School are small and there is regular contact time between tutor and tutees at daily registration and in extended tutor periods. Weekly PSHEE lessons for Years 5 and above are led by specialists.

14.6 Medical Staff: The School employs a nurse who works full time during term time. Pupils may self-refer to the nurse.

14.7 Teaching pupils about Safeguarding: Pupils are taught about a range of Safeguarding issues (including online safety, substance misuse, child sexual exploitation, grooming, mental health and bullying) through PSHEE/ RE and RSE lessons, in Computing lessons, assemblies, the tutor programme and by visiting speakers. Students are taught how to make informed decisions about the use of the internet and appropriate behaviour. We take appropriate action to sanction any poor conduct or risky behaviours with all types of media. Any acts of bullying, intimidation, racism, inappropriate language or blackmail will not be tolerated. Students are taught how to adjust their behaviours in order to mitigate these risks and build resilience. Resilience to radicalisation is taught

Reviewed by Governing Council September – December 2020 and ratified December 7th 2020

through PSHEE by promoting Fundamental British Values and enabling pupils to challenge extremist views. Pupils are made aware of the Safeguarding Team and the DSL. They are also informed that they can speak to any member of staff with a concern.

14.8 Online Protection: The school has suitable filtering and monitoring in place to protect pupils from online abuse. Children and parents are advised to activate filtering on their devices to protect them from accessing inappropriate material on 3/4G networks. The School also raises awareness to recognise and report abuse online, highlighting the support from CEOPs (The Child Exploitation and Online Protection Command). Whilst we advise pupils about the risks of online abuse, we also raise awareness of the dangers of the use of technology. Through assemblies, the tutor programme, workshops and the PSHEE curriculum, pupils are taught how to report an issue, how to protect their devices with appropriate settings, protecting their identity whilst using social media platforms and the use of age-appropriate gaming platforms and websites. Pupils are encouraged to be curious but to stay safe and to tell an adult if they are concerned about something they have seen. For more information see our Acceptable Use of ICT policy.

14.9 Children missing from education: A child going missing from education is a potential indicator of abuse. 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. Our School will 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. Parents must ensure the school has two emergency contacts for their children. Regular attendance reviews take place and it may require meetings between parents and the School to establish support for those with poor attendance. Procedures are outlined in the Attendance policy.

14.10 Risk Assessment: The School recognises that the evaluation of risks and putting in place steps to mitigate these risks contributes to promoting the welfare and protection of pupils. For hazardous activities and curricular and extra-curricular activities that may pose specific risks, risk assessments are carried out in accordance with the School's Health and Safety policy and reviewed as required by the School's Health and Safety Committee. Risk assessments for school trips and visits are reviewed by the Assistant Principal for Activities. In the case of pupils at risk of significant harm, they are referred to external agencies in accordance with the School's procedures. If the pupil is at risk of harm from themselves, the Designated Safeguarding Lead will assess the risk and may put in place an Individual Care Plan (ICP) that may be shared with relevant teachers.

14.11 Visitors: The School has a Visitors policy which outlines procedures for managing visitors on site. All visitors must sign in on arrival at the School Office and sign out on departure and are escorted whilst on School premises by a member of staff or an appropriately vetted volunteer. All visitors are given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the School premises.

14.12 School premises: The School takes all practicable steps to ensure that School premises are as secure as circumstances permit.

14.13 The following policies should be read in conjunction with this Safeguarding (Child Protection) policy:

- Acceptable Use of ICT by Staff and Pupils
- Acceptable Use of Mobile Phones and Other Electronic Devices
- Anti-Bullying
- Attendance including Children Missing from Education

- Behaviour, Discipline and Exclusions
- Code of Conduct for Staff
- Confidentiality of Pupils
- Critical Incident
- Educational Visits
- Equal Opportunities
- Induction of New Staff in Child Protection
- Lockdown Policy
- Missing Pupils
- Safer Recruitment
- SEND
- Tackling Extremism
- Taking, Storing and Using Images of Children
- Visiting Speakers
- Whistleblowing

15. Monitoring and review

15.1 Any child protection incidents at the School will be followed by a review of the safeguarding procedures within the School (which will include a review of this policy) to determine whether any improvements can be made to prevent a similar event from occurring in the future. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the School's procedures. This will include a review of the School's co-operation and communication with local agencies.

15.2 The Designated Safeguarding Lead will monitor the operation of this policy and its procedures.

15.3 The Governors will undertake an annual review of this policy and the School's safeguarding procedures. The Governor conducting the annual review on behalf of the Governing Council, will meet with the Designated Safeguarding Lead and other senior staff and take into account any issues raised as a result of any review within the School. The outcome of the review is reported to the Governing Council annually. As part of their review, Governors will monitor how efficiently duties have been discharged and will make recommendations for any changes to policy and procedures necessary.

15.4 The Governors will ensure that any deficiencies or weaknesses in regard to safeguarding arrangements at any time are remedied without delay.

16. Other Contacts**Prevent/counter-extremism contacts:**

Local Police Force	Essex Police	101 (non-emergency) 999 (emergency)	To refer someone to Channel, a <u>referral form</u> should be completed and returned to Essex Police (prevent@essex.pnn.police.uk)
Anti-Terrorist Hotline		0800 789 321	
DfE dedicated non- emergency helpline		020 7340 7264	counter- extremism@education.gsi.gov.uk
Essex County Council The Education Lead for PREVENT in Essex is Jo Barclay, Safeguarding Manager for Schools and Early Years.	Prevent	Contact details below	Any concern should be discussed with the Children and Families Hub in the first instance

If the designated safeguarding lead or deputy designated staff or Principal are not available and there is a risk of immediate serious significant harm to a child anyone can report abuse or discuss concerns in relation to children and young people. The Children and Families Hub can be contacted on 0345 603 7627. Out of office hours the emergency duty team can be contacted on 03330 397971. For children living in other local authorities see below for contact numbers. In an immediate emergency dial 999 and report the matter to the Police.

The following telephone numbers may also be useful:

Organisation	Telephone
Childline	0800 1111
NSPCC	0808 800 5000
NSPCC Whistleblowing advice line for professionals	0800 028 0285 Email help@nspcc.org.uk
Operation Encompass: Teacher Helpline (Domestic Abuse)	0204 513 9990
Refuge: National Domestic Abuse Helpline	0808 2000 247
Ofsted's Whistleblower Hotline	0300 123 3155
Kidscape (Anti-bullying helpline for parents)	0845 120 5204
Child Exploitation Online Prevention (CEOP)	0870 000 3344
Samaritans	116 123
Colchester Police Station	01206 762212
Ofsted	0300 123 1231 (General Enquiries) inquiries@ofsted.gov.uk
The Disclosure and Barring Service (DBS),	03000 200 190
Department for Education	0207 340 7264
Independent Schools Inspectorate	0207 6000100

Safeguarding and Promoting the Welfare of Pupils

This policy complies with The Education (Independent School Standards) (England) Regulations 2014 and DfE guidance Keeping Children Safe in Education (September 2020) and Working together to safeguard children (July 2018).

APPENDIX 1: REPORTING FORM

1. Introduction

1.1 This form comprises part of the School's safeguarding suite of documents and should be read in conjunction with the Safeguarding (child protection) policy, which is available on the School's website, and in hard copy in the main school staff room, the Prep School staff room, the Nursery and the School Office.

This form is designed to be completed by any member of staff who receives information raising child protection concerns either through observation or direct disclosure, from a pupil or from another source. The purpose of this form is to ensure that an adequate amount of information is recorded at the outset. This form must be completed as soon as possible after the information is received even where this happens away from the School, for example, on an educational visit.

Do not allow the completion of the form to delay notification of the concerns to the School's Designated Safeguarding Lead but pass the completed form to the Designated Safeguarding Lead, the Principal or Chair of Governors as appropriate, as a matter of urgency.

1.2 The School's Designated Safeguarding Lead for child protection is Mrs Amanda Gwynne (Assistant Principal Pastoral).

1.3 The LADO for Essex is Jacquie Wilkes. The contact number to be used is 03330 134079. Secure email: Jacquie.wilkes@essex.gov.uk.cjism.net. Out of Hours Duty LADO contact: 03330139797 North Essex.

1.4 If for any reason you are not able to speak to the Designated Safeguarding Lead, her Deputies or the Principal, you should speak to your manager. **If you are not able to follow this referral procedure and there is risk of immediate serious harm to a child you should contact the Children & Families Hub on 0345 603 7627. Out of hours: (Mon-Thurs 5.30pm-9am. Fri & Bank Holidays 4.30pm-9am) 0345 606 1212** If there is an immediate emergency, dial 999 and report the matter to the Police.

1.5 When completing the reporting form remember:

- Ask "open" questions and not leading questions, that is, a question which suggests its own answer.
- Listen carefully and keep an open mind.
- Do not take a decision as to whether or not the alleged abuse or neglect has taken place.
- **Do not promise confidentiality.**

2. Data protection information notes

2.1 The School holds personal information about pupils in order to safeguard and promote their welfare, promote the objects and interests of the School, facilitate the efficient operation of the School and ensure compliance with all relevant legal obligations.

2.2 The General Data Protection Regulations (GDPR) 2018. The content of this form, when completed, will contain personal information which is subject to the provisions of the General Data Protection Regulations (GDPR) 2018. Pupils, and in certain circumstances their parents, have the right to request access to personal information about them held by the School, including the content

Safeguarding and Promoting the Welfare of Pupils

of this form, although exemptions may apply depending on the circumstances. Legal advice should be sought before any information of this nature is disclosed to pupils or parents.

2.3 Confidentiality The School will keep this record confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. For example, where, in the professional opinion of the Principal or the Designated Safeguarding Lead, it is deemed necessary we may share this information with the Social Services or the Police for the purpose of child protection investigations.



Safeguarding Record Sheet

Class/ Tutor	Pupil Name:	Parent/Guardian:
Date:		Contact Numbers:
Time:		

Detail: (Use body map if applicable)

Further Action Taken:

Relevant contacts informed	Principal	
	Head of Prep and Nursery	
	Nursery Manager	
	Member of the Safeguarding Team: DSL	DDSL
	Assistant Principal Pastoral	
	Vice Principal	
	Referred Children and Families Hub or Police	
	Other	
Staff Signature	Date:	

APPENDIX 2: ALLEGATIONS AGAINST STAFF

The School has procedures for dealing with allegations against staff, the Principal, Governors, supply staff and volunteers who work with children which aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures will be used where the member of staff, supply staff or volunteer may have:

- behaved in a way that has harmed a child, or may have harmed a child
- committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

Allegations against staff: Where an allegation/ concern or complaint is made against any member of staff, Governor, supply staff, volunteer, or the Designated Safeguarding Lead, the matter should be reported immediately to the Principal, this should also take into account situations where a person's behaviour outside school may suggest 'transferable risk into the School' in particular where the School may have appointed supply staff or volunteers. Where appropriate, the Principal will consult with the Designated Safeguarding Lead or her Deputies and all concerns/ allegations will be discussed with the LADO before further action is taken. The LADO will be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or are made directly to the Police. All discussions with the LADO should be recorded in writing.

Allegations against the Principal, Chair of Governors or other Governor: Where an allegation/ concern or complaint is made against the Principal, the person receiving the allegation should immediately inform the Chair of Governors, or in his absence the Deputy Chair, without first notifying the Principal. The Chair of Governors, or in his absence the Deputy Chair, will liaise with the LADO and relevant agencies as required. If an allegation is made against the Chair of Governors or another Governor, the allegation should be reported to the Principal. In either case, any such allegations will be discussed with the LADO within one working day before further action is taken. The LADO will guide the School through the subsequent procedures.

Disclosure of information: The Principal will inform the accused person of the concern/ allegation as soon as possible after the LADO has been consulted. The Parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. Where the LADO advises that a strategy discussion is needed, or the Police or the Local Authority's Social Care Services need to be involved, the Principal should not inform the accused person or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed. The parents or carers should be kept informed of the progress of the case, including the outcome of any disciplinary process. This information will be given in confidence and the School will consider its obligations under the Data Protection Act 2018

Confidentiality: Section 13 of the Education Act 2011 prohibits the publication of any material to the public at large or any section of the public that may lead to the identification of a teacher accused of committing a criminal offence against a pupil at the School until such time as the accused person is charged with an offence. In all such cases the School will make every effort to maintain confidentiality in order to comply with these restrictions and will seek advice from the LADO, Police and Children's Social Care Services as appropriate and parents will be informed of the requirement to maintain confidentiality.

Support: A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. A representative will be appointed to keep him or her informed of the progress of the case and to consider what other support is available for the individual, as appropriate.

Action to be taken against the accused: Where an investigation by the Police or the Local Authority Children's Social Care Services is unnecessary, the LADO will discuss the steps to be taken with the Principal (or the Chair of Governors where the allegation is against the Principal). The appropriate action will depend on the nature and circumstances of the allegation and will range from taking no further action to summary dismissal or a decision not to use the person's services in the future. If after the sharing of initial information, there is no further action to be taken, the LADO and the person in School managing the case should record the justification, and consideration will then be given to what should be communicated to the staff member concerned and the person who made the initial allegation.

Further Investigation It may be necessary to undertake a further investigation to determine the appropriate action. If so, the LADO will discuss with the Principal how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff, but in some instances it may be appropriate to appoint an independent investigator as advised by the Essex Safeguarding Children Board.

Suspension: Suspension will not be an automatic response to an allegation and should only be considered in a case where:

- there is cause to suspect a child or other children at the School is or are at risk of significant harm; or
- the allegation warrants investigation by the Police; or
- the allegation is so serious that it might be grounds for dismissal.

If immediate suspension is considered, the Principal (or Chair of Governors) will always consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. The case will also be discussed with the LADO who will gather the views of Children's Social Care and the Police. The professional reputational damage that can arise from suspension where an allegation is later found to be unsubstantiated or malicious must be considered. It may be that the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment. In any event, the School will consider suspension on a case by case basis and after evaluating the risks.

If suspension is considered to be necessary, the rationale and justification will be recorded and the member of staff being suspended will be informed in writing within one working day. At the point of suspension, the member of staff will also be informed of who their point of contact within the School will be during the period of suspension and how they will be kept informed.

In cases where the School is made aware that the Secretary of State has made an interim prohibition order in respect of an individual at the School, it will be necessary to immediately suspend that person from teaching pending the findings of the Department for Education and Teaching Regulation Agency investigation.

Outcome of allegation investigations: In accordance with statutory guidance from the Department for Education, the following definitions will be used when determining the outcome of investigations:

- Substantiated:** There is sufficient identifiable evidence to prove the allegation.
- False:** There is sufficient evidence to disprove the allegation.
- Malicious:** There is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- Unsubstantiated:** This is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

Criminal proceedings: The School will consult with the LADO following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

Return to work: If it is decided that the person who has been suspended should return to work, the School should consider how to facilitate this, for example, a phased return may be appropriate and/or the provision of a mentor to provide assistance in the short term. The School should also consider how to manage the contact with the child[ren] who made the allegation.

Ceasing to use a person's services: If the School ceases to use the services of a member of staff or a person that had been engaged to work at the School (including temporary staff and those on fixed term contracts, staff employed via a contractor, or a Governor or volunteer) because they are unsuitable to work with children, a compromise agreement will not be used and there will be a prompt and detailed report to the Disclosure and Barring Service within one month of the person leaving the school. Separate consideration will be given to whether a referral should be made to the Department for Education and Teaching Regulation Agency in cases of professional misconduct involving teaching staff. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

Resignation: If a member of staff, including the Principal (or a Governor or volunteer) tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School. Resignation or ceasing to provide services will not prevent contact being made with the LADO or a prompt and detailed report being made to the Disclosure and Barring Service in appropriate circumstances.

Timescales: All allegations must be dealt with as a priority so as to avoid any delay. Where it is clear immediately that the allegation is unsubstantiated or malicious, the case should be resolved within one week. It is generally expected that 80% of cases of allegations of abuse against staff will be resolved within one month, 90% within three months, and all but exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the Principal should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, it should be held within 15 working days.

Unsubstantiated or malicious allegations: If an allegation by a pupil is determined to be unsubstantiated or malicious, the LADO will refer the child to Children's Social Care Services to determine whether the child is in need of support. Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with the School's Behaviour policy.

Safeguarding and Promoting the Welfare of Pupils

Where a parent has made a deliberately invented or malicious allegation, the Principal will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the School or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the Police to determine whether any action might be appropriate.

Record keeping: Details of an allegation including how the allegation was followed up and resolved and a record of any action taken and decision reached will be recorded on the employee's file and retained at least until the employee reaches the normal retirement age or for a period of ten years from the date of the allegation, if this is longer. A copy will be provided to the person concerned. If the allegation was found to have been malicious all details will be removed from the employee's records.

References: Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. A history of repeated concerns or allegations which have been found to be false, unsubstantiated or malicious should also not be included in any reference.

APPENDIX 3: FURTHER INFORMATION ON THE TYPES AND SIGNS OF ABUSE

All schools should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Types of abuse and neglect (as defined in Keeping Children Safe in Education September 2020):

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. 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.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Sexual violence and sexual harassment between children: Sexual violence or sexual harassment can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence includes rape, assault by penetration and sexual assault. Sexual harassment is defined as unwanted contact of a sexual nature that can occur online and offline. Harmful sexual behaviour is defined as problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not. Children displaying harmful sexual behaviours have often experienced their own abuse and trauma.

Child sexual exploitation: Child sexual exploitation (CSE) is a form of sexual abuse and it occurs where 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, the risk of child sexual exploitation is addressed as part of the PSHEE programme of work on sexuality and sexual development, choice and consent, healthy relationships, harmful social norms and abusive behaviours and online safety.

Child Criminal Exploitation: Child Criminal Exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

It is understood that a significant number of children who are victims of Child Sexual Exploitation or Child Criminal Exploitation 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 child sexual exploitation / child criminal exploitation and will take appropriate action to respond to any concerns. The Designated Safeguarding Lead will lead on these issues and work with other agencies and safeguarding partners as appropriate.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Grooming: grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed, or that what has happened is abuse.

Mental Health: *"Mental health is a state of well-being in which an individual realises his or her own abilities, can cope with the normal stresses of life, can work productively, and is able to make a contribution to his or her community."* (World Health Organisation) Mental health is the overall wellness of how you think, regulate your feelings and behave. Mental health disorders in children are generally defined as delays or disruptions in developing age-appropriate thinking, behaviours, social skills or regulation of emotions. These problems are distressing to children and disrupt their ability to function well at home, in school or in other social situations it can cause distress or disrupt a person's ability to function.

The School has a duty of care to protect and promote a child or young persons mental or emotional wellbeing, we promote the mental and physical health and emotional wellbeing of all our pupils. All staff work closely to monitor student's wellbeing, should they identify a concern the Tutor/ Head of House and Assistant Principal Pastoral, and the school nurse work closely with all parties, students, families and services where required to support individuals. They may need to implement specific

strategies to reassure the safety of an individual in the form of an individual care plan or a risk assessment, this is discussed with relevant staff, SENCO, School Nurse, and DSL if applicable

Through the School's PSHEE programme raising awareness for good mental health is a priority, this is supported by our assemblies, charity initiatives, and the tutor programme. Through physical activity, mental and emotional health benefits of exercise are well documented and the school actively encourages sport for all, along with outdoor learning and Forest School which are inclusive at Gosfield School. We ensure that staff, pupils and parents/carers are aware of the support and services available to them, and how they can access these services. Within the school (noticeboards, common rooms, toilets etc.) and through our communication channels (newsletters, websites), we will share and display relevant information about local and national support services and mental health charities. See our Mental Health and Wellbeing Policy.

Signs of abuse

The information given here has been taken from the NSPCC Child Protection factsheet. The guidance notes are not meant to be exhaustive and staff should not jump to conclusions because of the presence of just one of the factors below. Every case is different.

Physical abuse	
<p>The physical signs of abuse may include:</p> <ul style="list-style-type: none"> • Unexplained bruising, marks or injuries on any part of the body or injuries which the child can't explain. • Multiple bruises - often on the upper arm or outside the thigh. • Cigarette burns. • Human bite marks. • Broken bones. • Scalds especially those with upward. • Splash marks suggesting that hot water has been thrown over the child. • Multiple burns with a clearly demarcated edge. 	<p>Changes in behaviour that can also indicate physical abuse may include:</p> <ul style="list-style-type: none"> • Fear of parents being contacted for an explanation. • Aggressive behaviour or severe temper outbursts. • Flinching when approached or touched. • Reluctance to get changed, even, for example, in hot weather or for sporting events. • Withdrawn behaviour. • Running away from home.
Emotional abuse	
<p>The physical signs of abuse may include:</p> <ul style="list-style-type: none"> • Use language, act in a way or know about things that you wouldn't expect them to know for their age. • Struggle to control strong emotions or have extreme outbursts. • Seem isolated from their parents. • Lack social skills or have few, if any, friends. 	<p>Changes in behaviour that can indicate emotional abuse may include:</p> <ul style="list-style-type: none"> • Neurotic behaviour e.g. sulking, rocking. • Being unable to play. • Fear of making mistakes. • Sudden speech disorders. • Self-harm. • Fear of parent being approached regarding behaviour. • Developmental delay in terms of emotional progress. • Extremist views.
Sexual abuse	
<p>The physical signs of sexual abuse may include:</p> <ul style="list-style-type: none"> • Pain or itching in the genital area. • Bruising or bleeding near genital area. • Sexually transmitted disease. 	<p>Changes in behaviour that can also indicate sexual abuse may include:</p>

<ul style="list-style-type: none"> • Vaginal discharge or infection. • Stomach pains. • Discomfort when walking or sitting down. • Pregnancy. 	<ul style="list-style-type: none"> • Sudden or unexplained changes in behaviour, e.g. becoming aggressive or withdrawn. • Fear of being left with a specific person or group of people. • Having nightmares. • Running away from home. • Sexual knowledge which is beyond their age or developmental level. • Sexual drawings or language. • Bedwetting. • Eating problems such as overeating or anorexia. • Self- harm. • Saying they have secrets which can't be told to anyone. • Substance misuse. • Not being allowed to have friends (particularly in adolescence). • Acting in a sexually explicit way towards adults.
<p>Neglect</p>	
<p>The physical signs of neglect may include:</p> <ul style="list-style-type: none"> • Constant hunger, sometimes stealing food from others. • Constantly dirty or 'smelly'. • Loss of weight, or being constantly underweight. • Inappropriate clothing for the weather conditions. 	<p>Changes in behaviour that can also indicate neglect may include:</p> <ul style="list-style-type: none"> • Complaining of being tired all the time. • Not requesting medical assistance and/or failing to attend appointments. • Having few friends. • Mentioning being left alone or unsupervised.
<p>Child sexual exploitation (CSE)</p>	
<p>The physical signs of child sexual exploitation may include:</p> <ul style="list-style-type: none"> • may avoid being alone with people, such as family members or friends • they could appear frightened of a person or reluctant to socialise with them • they might be promiscuous • sexually transmitted infection (STI) or pregnancy 	<p>Changes in behaviour that can also indicate child sexual exploitation may include:</p> <ul style="list-style-type: none"> • Unexplained gifts or new possessions. • Associating with other young people involved in exploitation. • Having older boyfriends or girlfriends. • Changes in emotional well-being. • Misuse of drugs and alcohol. • Missing for periods of time or regularly coming home late. • Regularly missing school or education or not taking part in education.
<p>Grooming</p>	
<p>The physical signs of grooming may include:</p> <ul style="list-style-type: none"> • Pain or itching in the genital area. • Bruising or bleeding near genital area. • Sexually transmitted disease. • Vaginal discharge or infection. • Stomach pains. 	<p>Changes in behaviour that can also indicate grooming may include:</p> <ul style="list-style-type: none"> • Wanting to spend more and more time online. • Being secretive about who they are talking to online and what sites they visit.

<ul style="list-style-type: none"> • Discomfort when walking or sitting down. • Pregnancy 	<ul style="list-style-type: none"> • Possessing items (such as electronic devices or phones) that parents have not provided. • Being emotionally volatile. • Having older boyfriends or girlfriends. • Going to unusual places to meet friends. • Having access to drugs and alcohol.
Honour Based Abuse including FGM	
<p>The physical signs of FGM may include:</p> <ul style="list-style-type: none"> • Difficulty walking, sitting or standing. • Severe pain. • Bleeding. • Shock. • Inability to urinate. • Infections such as tetanus, HIV and hepatitis B and C. 	<p>Changes in behaviour that can also indicate FGM may include:</p> <ul style="list-style-type: none"> • Spending longer than normal in the bathroom. • Unusual behaviour after an absence from school. • Particularly reluctant to undergo normal medical examinations. • Asking for help, but may not be explicit about the problem due to embarrassment or fear.
Forced Marriage and Honour Based Abuse	
<p>Some families force their children to marry or act with violence because they:</p> <ul style="list-style-type: none"> • think it's an important part of religion or culture • are worried about the family's reputation and honour (in some cultures also known as 'izzat') • want all of the family's money to stay together • want to marry their children off in exchange for money • don't approve of their child being gay, lesbian, bisexual or transgender • don't want their children to have relationships or sex 	<p>Changes in behaviour that can also indicate Forced marriage is due to take place may include:</p> <ul style="list-style-type: none"> • Evidence of physical abuse • Stressed emotional state • Leave the family home • Lack of trust in peers and adults <p>The "One-Chance" Rule All practitioners working with victims of forced marriage and honour-based abuse need to be aware of the "one chance" rule. That is, they may only have one chance to speak to a potential victim and thus they may only have one chance to save a life.</p>
Domestic Abuse	
<p>Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence - domestic abuse includes emotional, physical, financial, or psychological abuse.</p> <p>Controlling behaviour is: a range of acts designed to make a person subordinate. Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.</p>	<p>Changes in behaviour that can also indicate Domestic Abuse is taking place may include:</p> <ul style="list-style-type: none"> • Become aggressive • Display anti-social behaviour • Suffer from depression or anxiety • Not do so well at school – due to difficulties at home or disruption of moving to and from refuges.

Child Criminal Exploitation (CCE) and County Lines and Gangs including Serious Violent Crime	
<p>The physical signs of child criminal exploitation may include:</p> <ul style="list-style-type: none"> • absence for long periods of time, <i>children being forced to work in cannabis factories</i> • unusual or frequent journeys to unfamiliar locations, <i>being coerced into moving drugs or money across the country</i> • forced to shoplift or pickpocket, or to threaten other young people. <p>Criminal exploitation of children and vulnerable adults is a geographically widespread form of harm that is a typical feature of county lines activity.</p> <p>Typically, gangs use mobile phone lines to facilitate drug orders and supply to users. They also use local property as a base; these often belong to a vulnerable adult and are obtained through force or coercion (known as ‘cuckooing’).</p> <p>Children as young as 12 are being targeted. Gangs ‘recruit’ through deception, intimidation, violence, debt bondage and/or grooming into drug use and/or child sexual exploitation.</p> <p>Gang Culture: Initiation/ hazing type violence and rituals.</p> <p>Serious Violent Crime: the indicators that may signal that children are at risk from, or are involved with, serious violent crime.</p>	<p>Changes in behaviour that indicate children are at threat from criminal exploitation may include:</p> <ul style="list-style-type: none"> • Being secretive about who they are with and who they are talking to • Missing for periods of time or regularly coming home late. • Possessing items (such as electronic devices or phones) that parents have not provided. • Going to unusual places to meet friends. • Having access to drugs and alcohol • Part of a gang culture uses an abuse of power to threaten children to carry out rituals, this is encouraged as a sign of loyalty and solidarity to the gang and this can be acts of violence/ humiliation, peer on peer abuse/ psychological abuse. <p>Changes in behaviour that indicate children are at threat from serious violent crime may include:</p> <ul style="list-style-type: none"> • Increased absence from school • Change in friendship/relationships with others/groups • Significant decline in performance or unexplained injuries • Signs of self-harm/significant change in wellbeing • Signs of assault/unexplained injuries <p>Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs</p>

Further guidance and practical support on specific safeguarding issues are available on the NSPCC website www.nspcc.org.uk.

Guidance and advice is also available in the DfE’s; What to do if you’re worried a child is being abused (March 2015). The guiding principles are:

1. No matter where you work, you are likely to encounter children during the course of your normal working activities. You are in a unique position to be able to observe signs of abuse or neglect, or changes in behaviour which may indicate a child may be being abused or neglected.

2. You should make sure that you are alert to the signs of abuse and neglect, that you question the behaviour of children and parents/carers and don't necessarily take what you are told at face value. You should make sure you know where to turn to if you need to ask for help, and that you refer to children's social care or to the police, if you suspect that a child is at risk of harm or is in immediate danger (see below information re Children and Families Hub for further information).

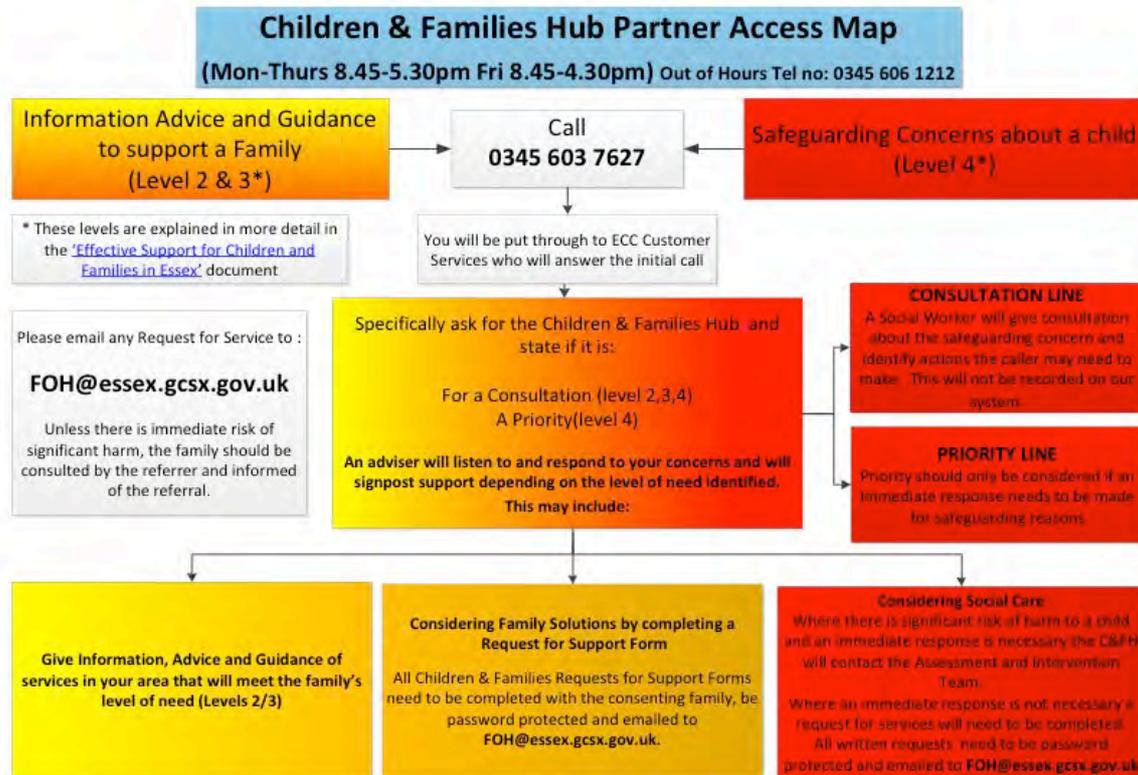
3. You should make sure that you understand and work within the local multi-agency safeguarding arrangements that are in place in your area. In doing so, you should be guided by the following key principles:

- children have a right to be safe and should be protected from all forms of abuse and neglect
- safeguarding children is everyone's responsibility
- it is better to help children as early as possible, before issues escalate and become more damaging
- children and families are best supported and protected when there is a coordinated response from all relevant agencies

4. You should not let other considerations, like the fear of damaging relationships with adults, get in the way of protecting children from abuse and neglect. If you think that referral to children's social care is necessary, you should view it as the beginning of a process of inquiry, not as an accusation.

Broad government guidance on the following is also available via the GOV.UK website (see Part one Keeping Children Safe in Education (September 2020):

- Child missing from education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adults strategy
- Private fostering
- Preventing radicalisation
- Youth produced sexual imagery
- Trafficking
- Serious Violent Crime



Contact details (Mon-Thurs 8.45-5.30pm Fri 8.45-4.30pm)

When you telephone **0345 603 7627** - please specifically ask for the Children and Families Hub and state if it is for the:

- Consultation Line (Social Worker will give advice but not record the call)
- Children and Families Hub
- The Priority Line (because an immediate response is necessary)

By telephoning **0345 603 7627** and asking specifically for the Children and Families Hub, you will speak to a Family Adviser who will discuss with you and help identify the right services that will help to meet the family's needs.

Enquiries and requests for information from Children and Families can also be made through an online portal: www.essexeffectivesupport.org.uk. Using this online portal will assist those partners who do not have access to secure email accounts.

Contact details: Out of hours

Friday and bank holidays 4.30pm – 9am
Telephone: 0345 606 1212

For concerns regarding immediate risk contact the Essex Safeguarding Children Board on 0345 603 7627

If there is an immediate risk of harm to a child then contact the Police on 999, or from within school 9 followed by 999.

Ratified by the Governing Council of Gosfield School

Signed Samira (Chair of Governors)

Date 7th / 12 / 2020

Date of next review: July 2021