Safeguarding Policy

EPAT

Believe Succeed Together

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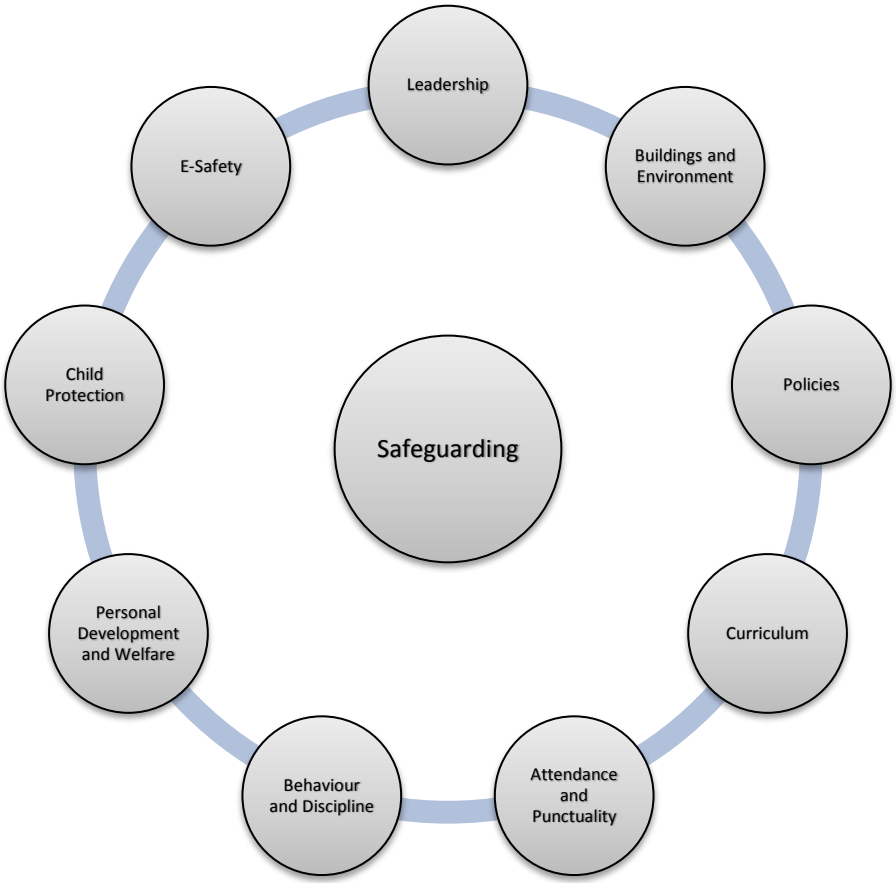
1.0 What is Safeguarding?



Safeguarding refers to the policies, procedures and practices that schools employ to promote the welfare of children* and protect them from harm.

The DfE document Keeping Children Safe in Education - September 2018 defines safeguarding 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.

Taking action to enable all children to have the best outcomes.

In conjunction with this policy, Keeping Children Safe in Education - September 2018 (Part 1) **must be read and understood.**

Safeguarding and promoting the welfare of children is **everyone's** responsibility and they should consider, at all times, what is in the **best interests** of the child.

***** Children includes everyone under the age of 18.

2.0 Safeguarding Policies and Training

There are a number of policies and documents that fall under the rubric of safeguarding, including:

- Recruitment.
- Single Central Record.
- Register of Pupils' Attendance.
- Curriculum.
- Special Educational Needs and Disabilities.
- Looked-after Children.
- Supporting Pupils with Medical Conditions.
- Safeguarding (including Child Protection).
- Behaviour and Discipline (including Anti-Bullying).
- Relationships and Sex Education.
- E-safety and Prevent.
- Staff Code of Conduct.
- Whistleblowing.
- Security and Health and Safety.
- Critical Incident Management.

3.0 Safeguarding Training

All staff, as part of their induction, receive training in respect to the content of the policies listed in section 2.0 and receive refresher safeguarding training annually, in addition to updates via email, e-bulletins and staff meetings, as required.

Trustees, Clerk and SLT at each academy have completed NSPCC Level 5 *Safer Recruitment in Education* training, which is renewed every 3 years.

At Eastwood, three members of staff have Level 4 Designated Safeguarding Lead (DSL) training – Mrs. N. Lillywhite, Mrs. M. Chance and Mrs. S. Smith, which is renewed every 2 years. At Bournemouth Park, two members of staff have Level 4 Designated Safeguarding Lead (DSL) training – Ms H. Lee and Mr. G. Cornell.

4.0 Child Protection Policy

4.1 Definition

Child protection is the process of protecting individual children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect.

4.2 Framework

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; Education Act 2002; Sexual Offences Act (2003); Education (Pupil Registration) Regulations 2006; Data Protection Act 1998; Serious Crime Act 2015; Counter Terrorism and Security Act; and in line with the government publications - Working Together to Safeguard Children, Keeping Children Safe in Education - September 2018 and What to do if you are Worried a Child is being Abused.

The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Southend Local Safeguarding Children Board (Southend LSCB). In Southend, all professionals work in accordance with the SET Procedures (Southend Essex and Thurrock Safeguarding and Child Protection Procedures).

4.3 Roles and Responsibilities

4.31 Trust

The Trust is responsible for ensuring that each academy follows recruitment procedures that help to deter, reject or identify people who might abuse children – refer to the Recruitment Policy.

Safeguarding is included in the Principal's Termly Report for each academy which provides information relating to attendance, exclusions, the number and types of referrals, changes in policy, pupil events and training updates. Local Governors, Trustees and Members are not provided with details relating to individual child protection cases or situations to ensure confidentiality is not breached.

At Eastwood, the nominated Local Governor responsible for safeguarding is Mrs. M. Gunn who undertakes termly audits and works with the Principal to complete the Annual Safeguarding Audit in line with the Academy's responsibilities under section 1.75 of the Education Act 2002. Her counterpart at Bournemouth Park is Mrs. T. Summerhill.

4.32 Senior Leaders

At Eastwood, Vice Principal, Mr. D. Piercy, is responsible for monitoring the strategic and operational effectiveness of safeguarding across the Academy. His counterpart at Bournemouth Park is Mr. R. Thomas.

4.33 Designated Safeguarding Lead

At Eastwood, Associate Member of SLT, Mrs. N. Lillywhite, is the Designated Safeguarding Lead (DSL) and Mrs. M. Chance and Mrs. S. Smith are the Deputy Designated Safeguarding Leads (DDSL). At Bournemouth Park, their counterparts are Ms H. Lee and Mr. G. Cornell.

The role of the DSL is included in **Appendix A.**

4.34 Teaching and Support Staff

Child protection is the responsibility of <u>all</u> staff members and especially those working with children.

4.4 Recognising Signs of Abuse and Neglect

Abuse is 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 institution or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

All staff should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Some particular groups of children are more vulnerable e.g. looked after children, disadvantaged children and those with SEND.

Types of abuse and neglect are included in **Appendix B.**

4.5 Recognising Signs of other Safeguarding Issues

Paragraphs 41-44 of Keeping Children Safe in Education - September 2018 provide links to guidance relating to a range of other safeguarding issues.

In particular, staff should be aware of the signs of child sexual exploitation, female genital mutilation, forced marriage, extremism and radicalisation and peer-on-peer abuse (including sexting). A description, including the signs, is included in **Appendix C, D, E, F, G and H.**

4.6 Reporting and Managing Concerns

All staff working with children are advised to maintain an attitude of **'it could happen here'** and should always act in the **best interests** of the child.

If staff have concerns about a child they should act on it. They should not assume a colleague or another professional will take action. In the first instance, they should raise their concerns with the DSL **in writing.**

The DSL will usually decide whether to make a referral to Children's Social Care, other agencies, or an Early Help Assessment. It is important to note that any staff member can refer their concerns directly.

If the child's situation does not appear to be improving, the DSL or staff member who made the referral, should press for re-consideration.

If at any point a child is suffering, or is likely to suffer from harm, a referral should be made immediately to Children's Social Care and/or the police. Anybody can make a referral.

A flow chart setting out the process for staff when they have concerns about a child is included in **Appendix I.**

An academy will look to share its intention to refer a child to Children's Social Care with the parents, unless, in doing so, it could place the child at greater risk of harm or impede a criminal investigation. On these occasions, advice will be taken from Children's Social Care.

In terms of reporting concerns, contact details are summarised in **Appendix J.** Safeguarding contact details are also prominently displayed in the academies to ensure that all staff have unfettered access to safeguarding support.

4.61 Reporting Concerns – Female Genital Mutilation

Staff should report any concerns in line with section 4.6. In addition, **teachers** have a statutory duty to personally report to the **police** cases where they discover that an act of FGM appears to have been carried out - Mandatory Reporting of Female Genital Mutilation Procedural Information.

Refer to **Appendix D** and Annex A in Keeping Children Safe in Education - September 2018

4.62 Reporting Concerns – Extremism and Radicalisation

The Prevent Duty requires schools to 'have due regard to the need to prevent people from being drawn into terrorism'. As part of the annual refresher safeguarding training, staff receive training on Prevent.

Staff should report any concerns in line with section 4.6.

Refer to **Appendix E.**

4.63 Reporting Concerns – Early Help

'Early Help' means providing support as soon as a problem emerges, at any point in a child's life from the foundation stage to the teenage years. Chapter 1 of Working Together to Safeguard Children provides detailed guidance on the early help process and this is also available at www.southendchildrenpartnership.org.uk. Staff should, in particular, be alert to the potential need for early help for a child who is:

- Registered as SEND.
- A young carer.
- Is frequently missing/goes missing from care or home.
- Is misusing drugs or alcohol.
- Is in a family circumstance presenting challenges for the child e.g. substance abuse, adult mental health problems and domestic violence.
- Have returned home to their family from care.

Staff should report any concerns in line with section 4.6.

4.64 Disclosure

It is important to note that if a child is making a disclosure, that is, telling a member of staff something of major significance to them, the following points **must** be observed:

- Listen to the child but do not ask leading questions.
- Re-assure the child.
- Never agree to confidentiality.
- As soon as possible, discuss the matter with the DSL.
- Record details of information given – ensuring that the details are factual and do not contain any subjective comment. Always sign and date. If there was a witness to the statement they should also sign the papers.

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

4.65 Records and Monitoring

Well-kept records are essential to good child protection practice. The Trust is clear about the need to record any concern about a child, the status of such records and when these records should be passed over to other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the GDPR places duties on organisations and individuals to process personal information fairly and lawfully, and to keep the information they hold safe and secure, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. 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.

Any member of staff receiving a disclosure of abuse, or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen (if appropriate using a body map to record), putting the event in context, and giving the date, time and location of the incident. The source of the information should be recorded, as well as a note of other people involved e.g. as witnesses, and there should be

a clear distinction between fact and professional opinion. All records will be dated and signed, detailing the name and position of the person making the record, and include the action taken. This information will be presented to the DSL who will then decide on appropriate action.

All discussions and decisions made, and the reason for those decisions, should also be recorded in writing. These file notes will be kept in a confidential child protection file, which is separate from the pupil file. All child protection records are stored securely (in a locked filing cabinet) and are accessible through the DSL. Digital records will be password protected. An academy should retain the record for as long as the pupil remains at the school. When a pupil with a child protection record reaches statutory school leaving age, the last school attended should keep the child protection file for 25 years after the pupil's date of birth.

If a pupil from an academy transfers to another school, their child protection records will be forwarded to the new educational setting without delay, separate from their main pupil file. Care will be taken to ensure confidentiality is maintained and the transfer process is as safe as possible. The Academy will keep a copy of the child protection file until the receiving school confirms receipt of the file. Once an academy has this confirmation, the copy is shredded, other than copies of the specific records that are pertinent to the academy (e.g. not Child Protection Conference (CPC) reports that are held elsewhere), unless there is a specific reason for an academy to keep it, which will be recorded. The academy will also keep a record of having received confirmation from the receiving school and of the date when the copy was shredded.

4.66 Multiagency Working and attendance to Meetings

It is the responsibility of the DSL to ensure that an academy is represented at any Child Protection Conference (CPC) called for children on the school roll, or previously known to them. A report will be made available to the Conference Chair, 48 working hours in advance of the conference, and shared with the parents.

If a child is made subject to a Child Protection Plan (CCP), or a Child in Need Plan (CNP), it is the responsibility of the DSL to ensure the child is monitored regarding their school attendance, progress, welfare and presentation. Any concerns about the CPP and/or the child's welfare will be discussed and recorded at the Core Group Meeting, unless to do so would place the child at further risk of significant harm. In this case the DSL will inform the child's Key Worker immediately and then record that they have done so and the actions agreed.

If there is an unexplained absence of, or injury to a child subject to a Child Protection Plan, the child's Key Worker must be notified immediately (refer to section 5.33).

4.67 Supporting Pupils and Staff

The Trust recognises that it may provide the only stability in the lives of children who have been abused or who are at risk of harm. An academy will therefore support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within an academy.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Attending Child Protection Conferences, Core Group Meetings and Child in Need Meetings.
- Notifying Children's Services as soon as there is a significant concern.

Staff who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. An academy will support such staff by providing an opportunity to talk through their anxieties with the DSL and/or to seek further support as appropriate, including access to internal or external counselling services.

4.7 Managing Allegations

4.71 Allegations against Pupils (Peer-on-Peer Abuse)

Refer to **Appendix F** and **G.**

Incidents will be investigated in line with the Behaviour and Discipline Policy of an academy. The incident will also be referred to the DSL who will:

- Hold an initial meeting with appropriate school staff.
- Interview the child/children involved (if appropriate).
- Inform parents at an early stage, unless there is good reason to believe that involving parents would put the child at risk of harm.
- At any point in the process, if there is a concern that a child has been harmed, or is at risk of harm, refer the matter to Children's Social Services and/or the police immediately in accordance with the SET Procedures and **Appendix I.**

4.711 Sexual Violence and Sexual Harassment between Children

In managing allegations of sexual violence and sexual harassment between children, an academy will comply with Part 5 of Keeping Children Safe in Education - September 2018. The Academy will also have due regard for the DfE guidance - Sexual Violence and Sexual Harassment between Children in Schools and Colleges.

Refer to **Appendix G.**

In managing such allegations, in accordance with the guidance, the Academy will decide whether to:

- Manage the case internally.
- Seek early help with a multi-agency approach.
- Refer to Children's Social Care.
- Report the case to the police.

4.72 Allegations against Staff

All staff (and volunteers) should take care not to place themselves in a vulnerable or professionally compromising position with a child – refer to the staff Code of Conduct Policy.

All staff have a duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. In such instances they should invoke the Whistle-blowing Policy.

In managing allegations against staff, an academy will comply with Part 4 of Keeping Children Safe in Education - September 2018

If a pupil makes an allegation against a member of staff or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal. The Principal, on all such occasions, will discuss the content of the allegation with the Local Authority Designated Officer (LADO). If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the CEO, who will consult with the LADO without notifying the Principal first. If the allegation made to a member of staff concerns the CEO, the person receiving the allegation will immediately inform the Chair of the Trust, who will consult with the LADO without notifying the CEO first.

An academy will follow the SET Procedures for managing allegations against staff. Under no circumstances will the child be sent home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO. Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and the Principal, CEO or Chair will seek the advice of the LADO and the Trust's Professional Advisors (Essex Schools HR) in making this decision.

In the event of an allegation against the Principal, the decision to suspend will be made by the CEO. In the event of an allegation against the CEO, the decision to suspend will be made by the Chair of the Trust.

Staff who are formally disciplined for the mistreatment of pupils (or who resign before disciplinary action can be completed), **must** be reported to the Disclosure and Barring Service (DBS).

In accordance with Keeping Children Safe in Education - September 2018 details of allegations that are found to have been malicious should be removed from personnel records. Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. For all other allegations, the record should be retained at least until the accused has reached normal pension age, or for a period of 10 years from the date of the allegation, if that is longer.

5.0 Children Missing Education (CME) Policy

5.1 Admissions and Attendance

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Refer to the Admission Policy and Attendance Policy of the constituent academy.

An academy will notify the Local Authority within **5** days of adding a pupil's name to the admission register at a non-standard transition point. The notification will include all the details contained in the admission register for the new pupil.

5.2 Removal from Roll

An academy will notify the Local Authority when it is about to remove a pupil's name from the school admission register under any of the grounds set out in the Education (Pupil Registration) (England) Regulations 2006. When removing a pupil's name, the notification to the Local Authority will include: (a) the full name of the pupil, (b) the full name and address of any parent with whom the pupil normally resides, (c) at least one telephone number of the parent, (d) the pupil's future address and destination school, if applicable, and (e) the ground in regulation 8 under which the pupil's name is to be removed from the admission register.

An academy will make all reasonable enquiries to establish the whereabouts of the child jointly with the Local Authority, before deleting the pupil's name from the register, if the deletion is under regulation 8(1), sub-paragraphs (f)(iii) and (h)(iii) (refer to Annex A).

5.3 Unexplained Absences

5.31 Children Missing Education

A child missing from education is defined as being of compulsory school age who is not on a school roll, nor being educated otherwise (e.g. at home, in independent schools or in alternative provision) or who has been out of education for a substantial period (**10** days without provision of a reasonable explanation). The Assistant or Vice Principal with responsibility for Attendance at an academy will make arrangements to inform the Local Authority of any pupil who fails to attend school regularly, or has been absent without the academy's permission for a continuous period of **10** school days or more.

Paragraph 52 of DfE statutory guidance Children Missing Education details those groups of pupils at particular risk of going missing from education and actions that should be taken. An academy will comply with this guidance using templates and contact details as listed in the Local Authority's Children Missing Education Policy.

5.32 Pupils that are Looked-after (CLA)

The attendance of CLA pupils is monitored daily. An academy will ensure that any unexplained absence of a CLA pupil is communicated to the DSL* and Head of House, which may involve a referral to Children's Services.

5.33 Pupils with a Child Protection Plan (CPP)

The attendance of pupils with a Child Protection Plan (CCP) is monitored daily. An academy will ensure that any unexplained absence of a CPP is communicated to the DSL* and Head of House, which may involve a referral to Children's Services. If the unexplained absence is **2** or more days it is referred to Children's Services.

6.0 Policy Implementation, Monitoring and Review

Safeguarding training will be delivered to all staff on an annual basis. At the end of the training, staff will have the opportunity to feedback, including suggestions on how the training can be improved and/or how safeguarding arrangements can be improved.

An internal safeguarding audit of each academy will be undertaken on a termly basis by the Vice Principal of Eastwood, Mr. D. Piercy.

The effectiveness of safeguarding will be reported in the Principal's Termly Report to the Local Governing Body of each academy.

The Trust's Safeguarding Policy will be reviewed on an annual basis.

*In this instance communication should be to the DSL and DDSL (using an internal Child Protection e-mail address).

Appendix A - Role of Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) should be a member of SLT and will take the lead responsibility for safeguarding and child protection. Deputy Designated Safeguarding Leads (DDSL) should be trained to the same standard. Activities can be delegated but the lead responsibility remains with the DSL.

The DSL is expected to undertake the following:

Manage Referrals

- Refer cases of suspected abuse to Children's Social Care as required.
- Support staff who make referrals to Children's Social Care.
- Refer cases to the Channel programme where there is a radicalisation concern as required - Channel Programme Guidance
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service (DBS) as required.
- Refer cases where a crime may have been committed to the police as required.

Work with Others

- Liaise with the Principal to inform him/her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the 'Case Manager' and the LADO for child protection concerns (all cases which concern a staff member).
- Liaise with staff (especially Year Heads/Heads of House/SLT Links, the School Nurses and SENCO) on matters of safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for all staff.

Be Available

- During term time, be available during school hours.
- During non-term time and outside of school hours, be available following agreed adequate and appropriate arrangements.

Undertake Training

- Undertake DSL, Prevent and appropriate online safety training, which should be updated at least every two years.
- Refresh their knowledge and skills through e-bulletins, meeting other DSL, or simply taking time to read and digest safeguarding developments at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they understand the assessment process for providing early help and intervention.
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- Have a working knowledge of how local authorities conduct a CPC and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the Trust's Child Protection Policy.
- Be alert to the specific needs of children in need, those with SEND and young carers.
- Keep detailed, accurate, secure written records of concerns and referrals.
- Understand the unique risks associated with online safety and have the relevant knowledge and up to date capability required to help keep children safe whilst they are online.
- Understand and support the academy with regards to the requirement of the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation.
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the Academy may put in place to protect them.

Raise Awareness

- Ensure the Trust's Child Protection Policies is known, understood and used appropriately.
- Ensure the Trust's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the academy in this.
- Link with the three safeguarding partners to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child Protection File

- Ensure all child protection records are stored securely, confidentially and retained for 35 years after the last entry.
- Where children leave the academy, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Appendix B – Abuse

Type	Description	Possible Signs
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.	Constant hunger. Poor personal hygiene. Constant tiredness. Poor state of clothing. Emaciation. Frequent lateness/non-attendance at school. Untreated medical problems. Low self-esteem. Neurotic behaviour e.g. rocking No social relationships. Compulsive stealing. Scavenging for food and clothes.
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.	Unexplained injuries or burns, particularly if they are recurrent. Improbable excuses given to explain injuries. Refusal to discuss injuries. Untreated injuries. Admission of punishment which appears excessive. Fear of parents being contacted. Bald patches. Withdrawal from physical contact. Arms and legs kept covered in hot weather. Fear of returning home. Fear of medical help. Self-destructive tendencies. Aggression towards others. Chronic running away.

Type	Description	Possible Signs
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 (including via the internet). 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.	Be chronically depressed. Be suicidal. Use drugs or drink to the excess. Self-mutilate, show self-hatred. Have unexplained pregnancies. Experience memory loss. Become anorexic or bulimic. Run away frequently. Be inappropriately seductive. Be fearful about certain people like relatives or friends. Assume the role of parents in the house to such an extent that they do all the cooking, cleaning, child-minding and are taking care of everyone's needs except their own. Not be allowed to go out on dates or have friends round. Have soreness/bleeding in the genital or anal areas or in the throat. Find excuses not to go home or to a particular place. Have a recurring nightmare/be afraid of the dark. Be unable to concentrate i.e. seem to be in a world of their own. Have a "friend who has a problem" and then tell you about the abuse of a friend. Have chronic ailments such as stomach pains and headaches. Sexually abuse a child, sibling or friend. Exhibit a sudden change in school/work habits. Be withdrawn, isolated, or excessively worried. Have outbursts of anger or irritability. Be fearful of undressing for P.E. Have unexplained sums of money. Act in a sexually inappropriate way towards adults.

Type	Description	Possible Signs
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.	Physical, mental and emotional development lags. Admission of punishment which appears excessive. Over-reaction to mistakes. Inappropriate emotional responses to painful situations. Neurotic behaviour (e.g. rocking; hair twisting; thumb-sucking). Self-mutilation. Fear of parents being contacted. Extremes of passivity or aggression. Drug/solvent abuse. Chronic running away. Compulsive stealing. Scavenging for food and clothes.

Appendix C – Child Sexual Exploitation (CSE)

Type	Description	Possible Signs
Child Sexual Exploitation	Child sexual exploitation is a form of child 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. Like all forms of child sex abuse, child sexual exploitation: Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. Can still be abuse even if the sexual activity appears consensual. Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity. Can take place in person or via technology, or a combination of both.	Underage sexual activity. Inappropriate sexual or sexualised behaviour. Sexually risky behaviour, 'swapping' sex. Repeat sexually transmitted infections. In girls, repeat pregnancy, abortions, miscarriage. Receiving unexplained gifts or gifts from unknown sources. Having multiple mobile phones and worrying about losing contact via mobile. Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs). Changes in the way they dress. Going to hotels or other unusual locations to meet friends. Seen at known places of concern. Moving around the country, appearing in new towns or cities, not knowing where they are. Getting in/out of different cars driven by unknown adults. Having older boyfriends or girlfriends. Contact with known perpetrators. Involved in abusive relationships, intimidated and fearful of certain people or situations. Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers. Associating with other young people involved in sexual exploitation. Recruiting other young people to exploitative situations. Truancy, exclusion, disengagement with school, opting out of education altogether.

	Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. May occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.	

Appendix D – Female Genital Mutilation (FGM)

Type	Description	Possible Signs
Female Genital Mutilation	Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. The reasons for FGM are: Cultural identity – an initiation into womanhood. Gender Identity – moving from girl to woman – enhancing femininity. Sexual control – reduce the woman's desire for sex. Hygiene/cleanliness – unmutilated women are regarded as unclean. FGM is not a religious practice and has been a criminal offence in the UK since 1985. Criminal penalties include up to 14 years in prison. FGM occurs mostly to girls aged from 5 – 8 years old but up to around 15. In the UK, 23,000 girls under 15 could be at risk of FGM. FGM, along with forced marriage and practises such as breast ironing, may fall under 'honour-based violence'. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. FGM Fact Sheet	Circumstances and occurrences that may point to FGM happening include: Child talking about getting ready for a special ceremony. Family taking a long trip abroad. The procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks. Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan). Knowledge that the child's sibling has undergone FGM. Child talks about going abroad to be 'cut' or to prepare for marriage. Signs that may indicate a child has undergone FGM include: Prolonged absence from school and other activities. Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued. Bladder or menstrual problems. Finding it difficult to sit still and looking uncomfortable. Complaining about pain between the legs. Mentioning something somebody did to them that they are not allowed to talk about. Secretive behaviour, including isolation from others. Reluctance to take part in physical activity. Repeated urinal tract infection.

Appendix E – Forced Marriage

Type	Description	Possible Signs
Forced Marriage	Forced marriage is a marriage conducted without the valid consent of both parties, where some element of duress is a factor. A person can be put under both physical and emotional pressure to get married. In some cases people may be taken abroad without knowing that they are to be married. Forced marriage is a violation of internationally recognised human rights standards. 'A woman's right to choose a spouse and enter freely into marriage is central to her life and her dignity, and equality as a human being'. (General recommendation No.21, UN Committee on the Elimination of all Forms of Discrimination against Women.) Forced marriage cannot be justified on religious grounds. Freely given consent of both parties is a pre-requisite of Christian, Hindu, Muslim and Sikh marriages. The Forced Marriage Unit has published Multi-agency Guidelines, with pages 32-36 focusing on the role of schools and colleges. Academy staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.	Excessive restrictions e.g. house arrest. Eating disorders. Poor attendance. Running away from home. Truancy. Withdrawal from school. Long holiday planned. Not planning further education or higher education. Self-harm. Attempted suicide. Depression. Isolation. Criminal activity e.g. shoplifting. Drug and alcohol abuse. Domestic abuse. Family disputes. Siblings forced to marry.

Appendix F – Extremism and Radicalisation

Type	Description	Possible Signs
Extremism and Radicalisation	Extremism is defined in the Government's Counter Extremism Strategy as 'vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs'. Calls for the death of members of armed forces is also an example of extremism. Extremists often target the vulnerable – including the young – by seeking to sow divisions between communities on the basis of race, faith or denomination; justifying discrimination towards women and girls; seeking to persuade others that minorities are inferior; or arguing against the primacy of democracy and the rule of law in our society. 'Radicalisation' is the process by which a person comes to support terrorism and forms of extremism. Revised Prevent Duty Guidance Educate against Hate Channel Guidance Channel General Awareness	Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out. Graffiti symbols, writing or art work promoting extremist messages or images. Pupils accessing extremist material online, including through social networking sites. Parental reports of changes in behaviour, friendship or actions and requests for assistance. Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings. Pupils voicing opinions drawn from extremist ideologies and narratives. Use of extremist or 'hate' terms to exclude others or incite violence. Intolerance of difference, whether secular or religious or, in line with our equalities. Views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture. Attempts to impose extremist views or practices on others. Anti-Western or Anti-British views

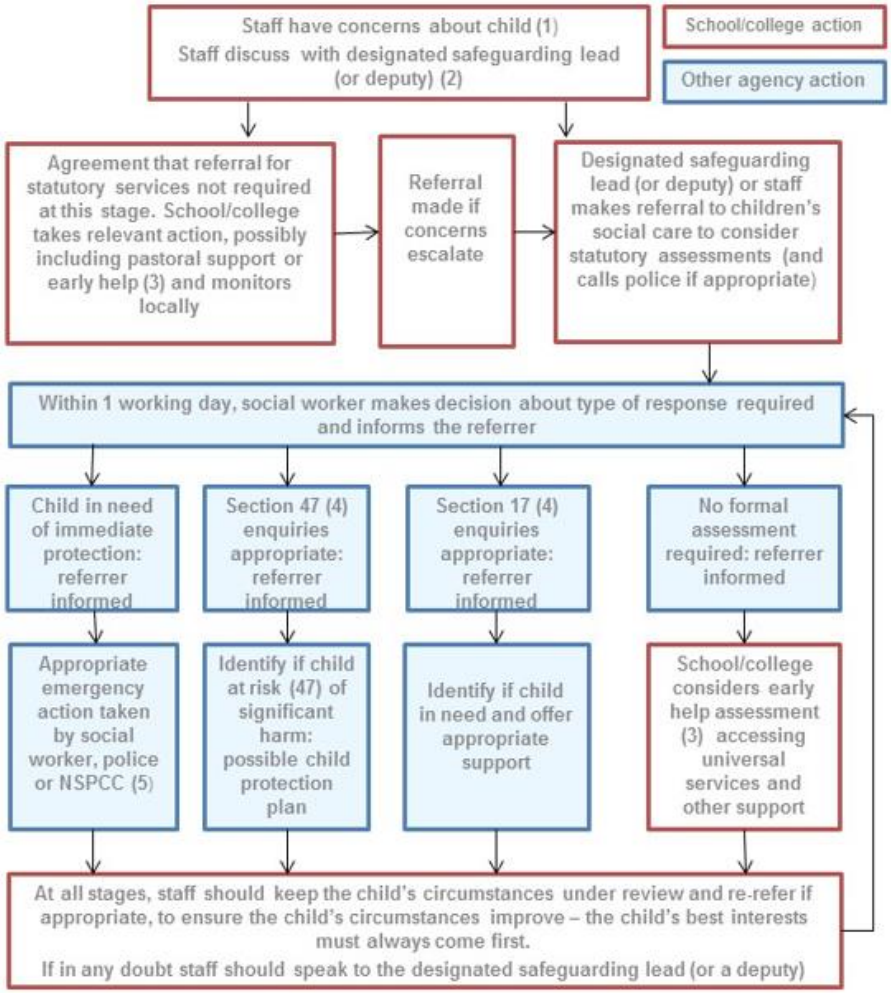
Appendix G – Peer-on-Peer Abuse

Type	Description	Possible Signs
Peer-on - Peer Abuse	Peer-on-peer abuse is where children abuse other children. Peer on peer abuse can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; and physical abuse. Peer-on-peer abuse should not be passed off as 'banter', 'just having a laugh', 'growing up', or 'boys being boys'. Further, unacceptable (potentially criminal) behaviours such as grabbing bottoms, breasts, vaginas and penises should always be challenged. Peer-on-peer abuse is experienced by young people aged 10 upwards, with those being abused generally being slightly younger than those who are abusing them. Girls and young women are more frequently identified as those who are abused by their peers, whereas boys and young men are more likely to be identified as perpetrators. Black and minority ethnic children are often under-identified as victims and over-identified as perpetrators. SEND children are particularly vulnerable. Disabled and deaf children are three times more likely to be abused than their peers.	Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. Initiating/hazing type violence and rituals. Sexual violence and sexual harassment - Sexual Violence and Sexual Harassment between Children in Schools and Colleges. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

Appendix H – Sexting

Type	Description	Possible Signs
Sexting	Sexting is 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet'. It is a common means by which peer-on-peer abuse occurs. Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales). Specifically: a) It is an offence to possess, distribute, show and make indecent images of children. b) The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18. Girls are most adversely impacted by sexting because of a sexual double standard e.g. boys tend to be admired and 'rated' for possessing photos; girls are encouraged to send images then blamed if they do. Boys are under pressures to post bodily images to prove their masculinity, however, collecting images of boys' bodies does not carry the same kudos for girls. Girls are also at risk if they openly speak about sexual activities and practices; boys are actually at risk of peer exclusion if they do not brag about sexual experiences.	Overly protective of their mobile phones. Texting friends from a private place or turning their back to read or send a text when someone comes near. Appear uncomfortable, angry, or defensive when questioned about their secretive phone use. Change in friendship groups. Guidance from the UK Council for Child Internet Safety - Sexting in Schools and Colleges - Responding to Incidents and Safeguarding Young People

Appendix I – Actions Where There are Concerns about a Child



Appendix J – Contact Details

Area	Telephone	E-mail
Eastwood	01702 524341	Nicola Lillywhite NLillywhite@eastwood.southend.sch.uk Sophie Smith SSmith@eastwood.southend.sch.uk Michelle Chance MChance@eastwood.southend.sch.uk
Bournemouth Park	01702 468046	Haylee Lee hayleelee@bournemouthpark.southend.sch.uk Gavin Cornell gavincornell@bournemouthpark.southend. sch.uk
First Contact	01702 534496 0845 6061212 Practice Manager	fct@southend.gov.uk (unsecure) fct@southend.gcsx.gov.uk (secure) Moira Fairbrace – Administrator moirafairbrace@southend.gov.uk Emma Hankin emmahankin@southend.gov.uk Hanna Nicholls HannaNicholls@southend.gov.uk Urgent referrals and out of office hours 01702 212442
Early Help	01702 215007 (chose option 1)	earlyhelpcontactpoint@southend.sgov.uk
LADO	01702 534539 01702 534591	Allison Francis - LADO allisonfrancis@southend.gov.uk Sharon Langston - Advisor safeguardingforchildren@southend.gov.uk
Prevent	020 7340 7264	counter.extremism@education.gsi.gov.uk prevent@essex.pnn.police.uk
NSPCC	NSPCC whistleblowing helpline 0800 028 0285	help@nspcc.org.uk
Whistleblowing		Refer to the Trust's Whistleblowing Policy. General guidance can be found at: Advice on Whistleblowing.

Appendix K –Professional Organisations and Guidance

Additional (specialist) information from organisations can be accessed from the following:

NSPCC - https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/
TES - https://www.tes.com/teaching-resources
MindEd - https://www.minded.org.uk/course/view.php?id=402

Academy staff can also access government guidance (as required) on the issues listed below via GOV.UK and other government websites:

Abuse (DfE advice for practitioners)

Bullying including cyberbullying (DfE advice for headteachers, staff and governing bodies)

Criminal exploitation of children and vulnerable adults county lines (Home office guidance) and Annex A

Children missing education (DfE advice for schools) and Annex A

Child missing from home or care (DfE statutory guidance)

Child sexual exploitation advice for practitioners (DfE advice for practitioners) and Annex A

Domestic abuse (Home Office advice) and Annex A

Drugs (DfE and ACPO advice for schools)

Fabricated or induced illness (DfE, Department for Health and Home Office statutory guidance)

Faith based abuse (national action plan)

Female genital mutilation (multi agency statutory guidance) and Annex A female genital mutilation (Home Office advice)

Forced marriage (Foreign and Commonwealth Office and Home Office advice) and Annex A

Gangs and youth violence (Home Office advice)

Gender based violence/violence against women and girls (Home Office strategy)

Gender-based violence/violence against women and girls (Home Office information)

Hate (educate against hate website)

Mental health (DfE advice for schools)

Missing children and adults (Home Office strategy)

Private fostering (28 days or more- Children Act 1989- statutory guidance for local authorities)

Preventing radicalisation (Home Office Statutory Prevent guidance) and Annex A protecting children from radicalisation (DfE Prevent advice for schools)

Relationship abuse (disrespect nobody website)

Sexual violence and sexual harassment between children in schools and colleges (DfE advice for schools and colleges)

Sexting (UK Council for Child Internet Safety advice for schools and colleges)

Trafficking and modern slavery (DfE and Home Office guidance)