



Safeguarding Policy

Clarity Independent School

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Safeguarding Policy for Clarity Independent School

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Child Protection Policy for Clarity Independent School

1. Introduction

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

(Keeping Children Safe in Education – DfE, 2018)

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

- Keeping Children Safe in Education (DfE, 2018) (KCSIE)
- the school Behaviour Policy;
- the school E-Safety and Acceptable use of ICT Policy
- the school Safer Recruiting Policy
- the school Staff Code of Conduct;
- the safeguarding response to children missing from education (Education_Access, CME (Children missing education) and EHE (Elective Home Education) team, Policy and Practice Guidance Document, Essex County Council)
- the role of the designated safeguarding lead (Annex B of KCSIE)

Safeguarding and promoting the welfare of children (*everyone under the age of 18*) is defined in **Keeping Children Safe in Education 2018** 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

2. Statutory framework

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

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

Our school also works in accordance with the following legislation and guidance (*this is not an exhaustive list*):

LSCB SET Procedures 2019 (www.escb.co.uk) until it becomes ESCP (Partnership)

Keeping Children Safe in Education (DfE, 2019)

Working Together to Safeguard Children (HMG, July 2018)

Education Act (2002)

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

Counter-Terrorism and Security Act (HMG, 2015)

Serious Crime Act 2015 (Home Office, 2015)

Children and Social Work Act (2017)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

Information sharing advice for safeguarding practitioners (HMG, 2018)

Data Protection Act (2018)

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

Searching, screening and confiscation (DfE, 2018)

Children Act (1989) and (2004)

Preventing and Tackling Bullying (DfE, 2017)

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

Sexual violence and sexual harassment between children in school/colleges and colleges (DfE, 2018)

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

Keeping pupils and staff safe – management of behaviour in school/colleges, including use of physical contact and restrictive / non-restrictive physical intervention to address difficult and harmful behaviour (ESCB, 2018)

Early Help: Whose Responsibility? (Ofsted March 2015)

Child Sex Exploitation Arrangements (Essex Safeguarding Children Board, April 2018)



3. Roles and responsibilities

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

The names of those in our school with these specific responsibilities (the designated safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document.

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

This Lead takes leadership responsibility for safeguarding arrangements in our school. They ensure there is at least one deputy safeguarding lead in place (also named on the front cover).

They ensure the school contributes to inter-agency working, in line with statutory and local guidance. They ensure that information is shared and stored appropriately and in accordance with statutory requirements.

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

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

The Lead and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruiting' policy for further information). It ensures that volunteers are appropriately supervised in school.



The Designated Safeguarding Lead

The designated safeguarding lead (DSL) is trained to Level 3. The DSL in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school/college (including temporary staff, volunteers and contractors) are aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Essex Children's Social Care (Family Operations Hub) are made in accordance with current SET procedures. They work with the local authority and other agencies as required.

If for any reason the designated safeguarding lead is unavailable, the deputy designated safeguarding lead will act in their absence.

The Head Teacher

The Head Teacher works in accordance with the requirements upon all school staff. In addition, she ensures that all safeguarding policies and procedures adopted by the school are followed by all staff.

All school staff

Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are aware of the Local Early Help Process (Ofsted, March 2015) and our role in it. They are aware of signs of abuse and neglect, so they are able to identify children who may be in need of help or protection. All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so. If staff have any concerns about a child's welfare, they must act on them immediately and speak with the designated safeguarding lead (or deputy) – they do not assume that others have taken action.

4. Types of abuse / specific safeguarding issues

Keeping Children Safe in Education (DfE, 2018) defines abuse as the maltreatment of a child.

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

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

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect, so we are able to identify children who may be in need of help or protection. All staff are aware of environmental factors which may impact on a child’s welfare and safety and understand safeguarding in the wider context (contextual safeguarding). Staff are aware of safeguarding issues that can put children at risk of harm and understand that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

Please see Appendices for further information on these definitions.

Peer on peer abuse

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

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, ‘sexting’ or initiation / hazing type violence and rituals. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and circle time to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is

behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

Children with special educational needs and disabilities

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

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

Early Help

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

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

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

Children missing from education

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Children Missing Education (ECC) and Child Employment Service, Children's Social Care or Police). Parents are required to provide at least two emergency contact numbers, so we are able to communicate with someone if we need to.

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

Child Sexual Exploitation (CSE)

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

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

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

(https://schools.essex.gov.uk/pupils/Safeguarding/Child_Sexual_Exploitations/Documents/CSE%20Process%20Map.pdf)

The Safeguarding Lead will complete a Risk and Vulnerability Assessment to determine the level of risk of child being sexually exploited or actually being sexual exploited and what action is needed, which can be found at (<http://www.cse-toolbox.uk/rva.php>) and is attached in the Appendices. (Also included in this toolbox is a Vulnerabilities Checklist and a Risk Management Plan.)

Child criminal exploitation

Child criminal exploitation is a geographically widespread form of harm which is a typical feature of county lines criminal activity (county lines is when drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban areas and seaside towns). Our school works with key partners locally to prevent and respond to child criminal exploitation, e.g. the CARE (Children at Risk of Exploitation) team at The Children's Society East (Tel 01245 493 311) or NSPCC on 0808 800 5000.

Domestic abuse

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm. (More information on Essex Safeguarding Children Board SET procedures

can be found at <http://www.escb.co.uk/1129> and <http://www.escb.co.uk/media/1532/2015-09-24-essex-da-strategy.pdf>.)

Female Genital Mutilation (FGM)

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

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue (<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>) and in line with local safeguarding procedures (Essex Safeguarding Children Board SET procedures, which can be found at <http://www.escb.co.uk/1129>.)

Mandatory reporting of Female Genital Mutilation (FGM)

Clarity Independent School will follow the statutory guidance on FGM in order to safeguard girls who are at risk of FGM: <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>.

Where a pupil makes a disclosure of FGM, the school will follow the mandatory reporting rules and make appropriate referrals to the police as set out in the ESCB guidance available at: <http://www.escb.co.uk/media/1670/set-procedures-oct-2018-updated.pdf>

All concerns around FGM, including any disclosure made by a pupil, will be discussed with the designated safeguarding lead before any action is taken.

Forced marriage

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns (to the Safeguarding Lead at the School) where this may be an issue. Early help assessments and referral to Social Care will be actioned where necessary. Children at risk of forced marriage <https://www.gov.uk/guidance/forced-marriage>. Tel 0207 008 0151 email fmufco.gov.uk.

Prevention of radicalisation

As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on school and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to



prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

It requires school/colleges to:

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

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

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

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

(<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>). If there is a concern about a child being drawn into terrorism or extremism, the safeguarding lead will email counter.extremism@education.gov.uk for advice or telephone 020 7340 7264 (Monday – Friday 9am-6pm).

Looked after and previously looked after children and care leavers

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

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

Additional Procedure:

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

Children with special education needs or disabilities (SEND)

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

School policies reflect these issues and recognise that staff need to be able to help this group to overcome barriers to seeking help. The school will follow the ESCB guidance.

Additional guidance on safeguarding children with disabilities is available at:

<https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance>.

Additional procedures

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

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

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

Safeguarding vulnerable groups

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

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

Privately fostered children

https://www.thurrock.gov.uk/sites/default/files/assets/documents/set_procedures_201801.pdf p463.

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

Young carers

https://www.thurrock.gov.uk/sites/default/files/assets/documents/set_procedures_201801.pdf

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

Young people at risk from gang activity or serious youth violence

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

ESCB has a comprehensive strategy for reducing the risks posed by gang activity, and schools can refer young people to the Young Person's Advocate based in the Youth Offending Service on 020 7974 6174 for advice. Please also see https://schools.essex.gov.uk/pupils/Safeguarding/Gangs_County%20Lines/Pages/default.aspx for guidance on Criminal Exploitation of Children and Vulnerable Adults: County Lines Guidance by the Home Office 2017.

Modern slavery and trafficked children

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



5. Procedures

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

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

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

All action is taken in accordance with the following guidance;

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2018)
- Essex Effective Support (<https://www.essexeffectivesupport.org.uk>)
- Keeping Children Safe in Education (DfE, 2018)
- Working Together to Safeguard Children (DfE, 2018)
- 'Effective Support for Children and Families in Essex' (ESCB, 2017)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

All staff and visitors:

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

**Designated safeguarding lead or
Deputy designated safeguarding lead.**

Where there is risk of:

- Immediate harm, concerns will be referred by **telephone** to the **Children and Families Hub** (0345 603 7627 See Appendix A) and / or the **Police**.
- Less urgent concerns or requests for support will be referred to the Children and Families Hub via the **Essex Effective Support portal**.
- Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to consult with the Children and Families Hub and / or Essex Police for advice on when to share information with parents / carers.

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

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

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

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

6. Training

The designated safeguarding lead (and deputy) undertake Level 3 child protection training at least every two years. All staff members receive appropriate child protection training which is regularly updated and in line with advice from the Essex Safeguarding Children Board (ESCB). In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors. The school ensures that the designated safeguarding lead (and deputy) also undertakes training in inter-agency working and other matters as appropriate and advised in the Keeping Children Safe in Education (Annex B: Role of the Designated Safeguarding Lead p89).

7. Professional confidentiality

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

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

8. Records and information sharing

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

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

Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing information where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our

Records of Processing Activity and regularly reviewed; and our online school privacy notices accurately reflect our use of data for child protection purposes.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include the action taken. This is then presented to the designated safeguarding lead (or deputy), who will decide on appropriate action and record this accordingly.

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

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

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

9. Interagency working

It is the responsibility of the designated safeguarding lead to ensure that the school is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s).

Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need plan, the designated safeguarding lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the designated safeguarding lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's

welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the designated safeguarding lead will inform the child's key worker immediately and then record that they have done so, and the actions agreed.

10. Allegations about members of the workforce

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

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

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

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

SET procedures (ESCB, 2018) require that, where an allegation against a member of staff is received, the Head Teacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day.

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

11. Promoting positive mental health and resilience in school

Positive mental health is the concern of the whole community and we recognise that school/colleges play a key part in this. Our school wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which

increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

Our school is subscribed to the:

Employee Assistance Programme (Health Assured)

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

Telephone: 0800 047 4097

Username: Peninsula

Password: EAP

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

12. Use of reasonable force

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight.

'Reasonable' means using no more force than is needed. Our school works in accordance with statutory and local guidance on the use of reasonable force and recognises that where intervention is required, it should always be considered in a safeguarding context.

Our staff also receive training on safer handling as part of their induction or as early as possible into their employment. Our training provider is:

Safer Handling

Tel: 07872500272

www.safer-handling.co.uk

www.softrestrainkit.com



13. Whistleblowing

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

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

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

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

Additional Policies and Procedures

Non-collection of children from school

(This section applies to primary school aged children only)

Please first read our Handing-Over Policy below:

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

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

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

Non-collection of children from school Policy

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

- The school will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them.
- Children will not be released into the care of another parent even where they offer to take the child home.
- The school will contact the Children and Families Contact Service at 3.45 pm if there are difficulties in contacting parents or other family members.
- If no contact can be made with the parent by 4.15pm, the school will contact the Children and Families Contact Service who will arrange for a social worker to collect the child or make arrangements for the child to be transported to the ESCB office.

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

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

Harmful sexual behaviour, sexual violence and harassment

- Clarity Independent School will ensure there is a robust response to all incidents and will follow the procedures set out in this policy.
- Reported incidents will be investigated by the member of staff to whom the young person discloses in partnership with the designated safeguarding lead, who will also carry out a risk assessment to look at any continued risk to the victim or other pupils and staff from the alleged perpetrator within the school environment.
- Where the allegation involves material posted online, the school will request that the electronic device is handed over as part of the investigation and will use legal powers to search and confiscate property as set out in the statutory guidance Searching, screening and confiscation advice for schools. Please guidance at <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- The member of staff and designated safeguarding lead will write up a record of the investigation that will set out how the school will respond to the incident.
- Decisions on responses will be based on the harmful sexual behaviour risk assessment and thresholds set out in the ESBC Harmful sexual behaviour protocol (SET procedures pp472-480 and other pages e.g. 499). The designated safeguarding lead may take advice from MASH social workers before making a decision. Possible outcomes include referral to Early Help Services, Children and Families Hub or the police, or managing the matter internally under school behaviour policies.
- Where a referral will be made to ESCB or the police under the protocol, the designated safeguarding lead will discuss the issue with the relevant agency and following this discussion a decision will be made on whether and how to inform the alleged perpetrator and their parents.
- Clarity Independent School will take any necessary action to continue to safeguard the victim and other pupils within the school environment based on the level of risk established from the risk assessment, including decisions about the victim and alleged perpetrator sharing classrooms. These decisions will be reviewed in the light of on-going police and ESCB investigations to take account of any changes in the status of investigations and any bail conditions placed on the alleged perpetrator.
- Where necessary and appropriate, the school will consider the support needs of the alleged perpetrator and will make referrals to relevant agencies for support on their behalf under the Harmful sexual behaviour protocol.

Clarity Independent School recognises that sexual violence and sexual harassment between pupils is a serious safeguarding issue and such behaviour will not be tolerated. Clarity Independent School behaviour management and anti-bullying policies will reflect our holistic approach to behaviour and safety and staff and pupils will be made aware of the



standard of expected behaviour, and the likely responses to any incidents of sexual violence and harassment. This is particularly important to ensure the safety of our pupils in the community.

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

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

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

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

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

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



Additional information

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

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

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

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

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

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

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

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

Appendix: Definitions

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

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

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

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

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

Possible indicators of abuse and neglect

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



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

Pages 26-27 to be printed and displayed on staffroom noticeboard.



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

Name of child:

Sex/Gender:

DOB:

Ethnicity:

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

Concerns/risks:

Attendance and punctuality

Concerning incidents

Periods of exclusion (including dates)

Peer relationships

Contact with parents/family

Academic performance/achievement

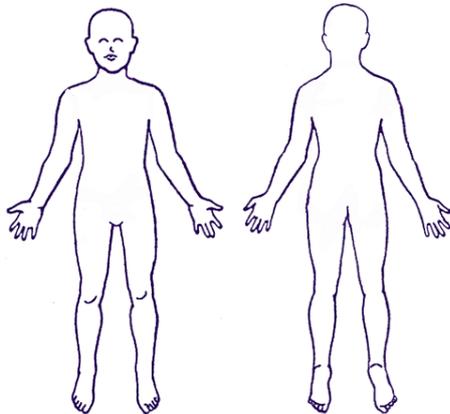
Health and physical appearance (see reverse)

Other

Behaviour and emotional presentation (including any sexualised behaviour)

Please indicate below any relevant physical signs of abuse disclosed by the child or observed yourself.

Add further information below:



Details of any action / conversations by person reporting concern:

Name of referrer:

Role of referrer:

Reported to:

Role of person reported to:



Signed: Date and time:

Outcomes of Monitoring / Action Taken

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

Action taken:

Advice sought, from whom and what advice was given:

Concern / referral discussed with parent / carer?:

If not, state reasons why:

If yes, note discussion with parent:

Feedback to referring member of staff and date:

By whom?:

Response to / action taken with pupil and date:

By whom?:

Name and number of key workers:



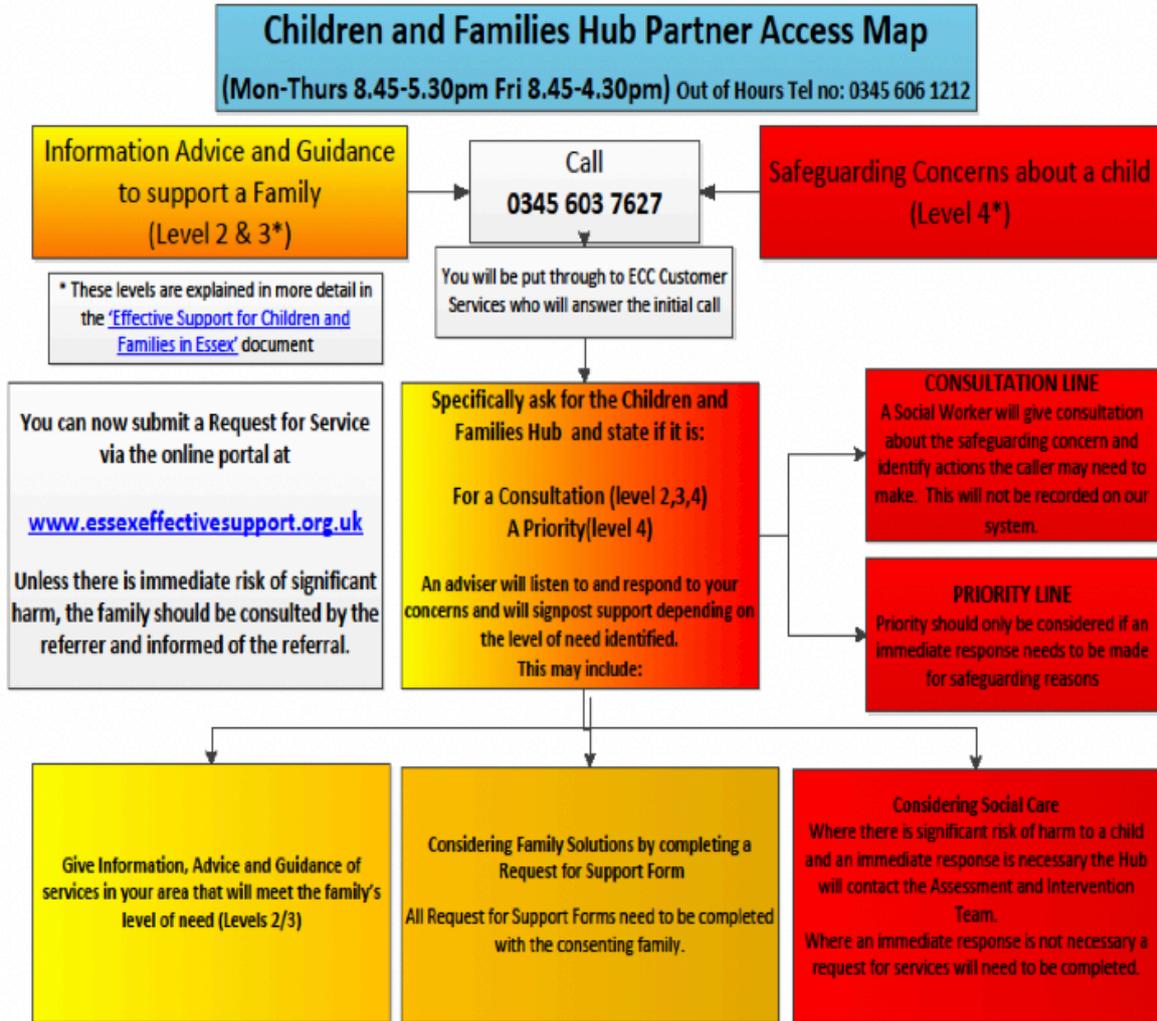
RUN OUT OF ‘RECORD OF CONCERN’ FORMS?

**PRINT MORE FROM
‘SAFEGUARDING POLICY’
PAGES 28-29
DOUBLE-SIDED
COLOUR**

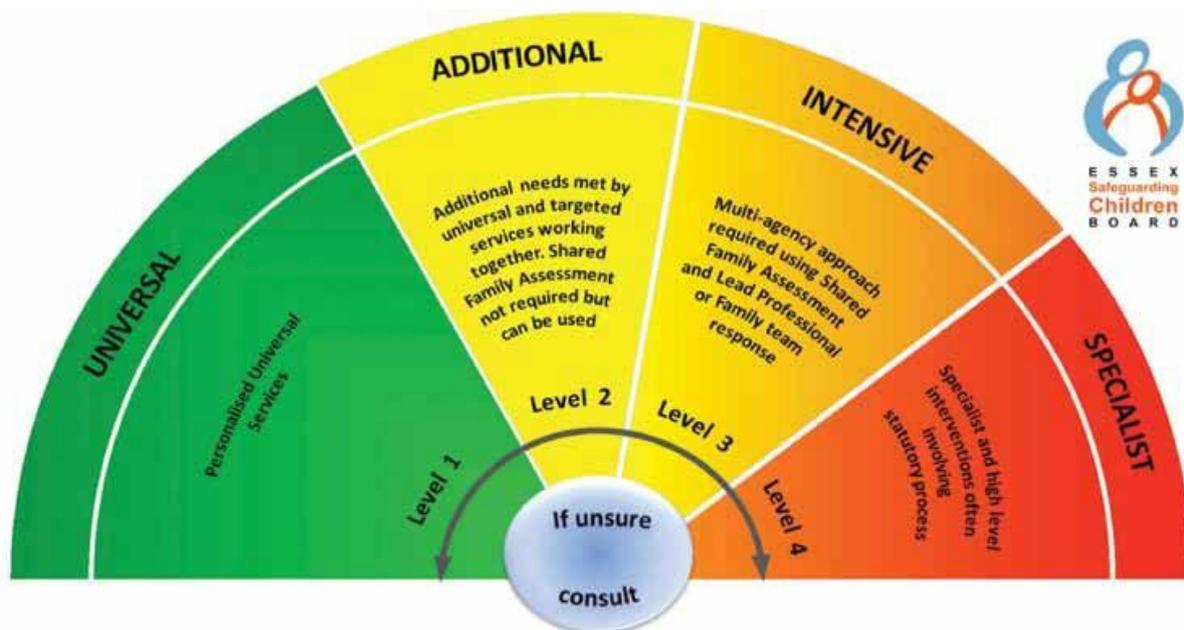
To be displayed in staffroom at back of pocket containing ‘Record of Concern’ forms



Appendix: Children and Families Hub flow chart



Appendix: Essex Windscreen of Need and levels of intervention



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

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

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

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

Risk and Vulnerability of Child Exploitation Assessment

Form (See

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

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



Essex Team Around the Family/Early Help Plan

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

Family members	Relationship to children	Contact details	Did they attend?

Details of Key Worker/Lead Practitioner:

Support Services	What is their role?	Contact details	Did they attend?	Did they provide a report?

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

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



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

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

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

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



Review Date/Time:	Venue
Has a new Key Worker been appointed?	Contact details of key Worker

Next Steps/Further Action	By Who?	By When?

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

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

Name of Professional supporting the family	Signature(s)	Date