



Southend High School for Girls

Child Protection and Safeguarding Policy

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SOUTHEND HIGH SCHOOL FOR GIRLS 2019
SAFEGUARDING & CHILD PROTECTION POLICY

APPROVED BY GOVERNORS 17th September 2019

POLICY TO BE REVIEWED September 2020

KEY CONTACTS WITHIN THE SCHOOL

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KEY CONTACTS WITHIN THE LOCAL AUTHORITY

Multi Agency Safeguarding Hub Children's Services, Southend Borough Council: Where schools have concerns for the safety and welfare of a child or young person.	01701 215007 mash@southend.gov.uk (unsecure)
OUT OF OFFICE HOURS: To make URGENT referrals	0845 606 1212

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1. INTRODUCTION AND CONTEXT

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 2019)

This Safeguarding and Child Protection Policy is for all teacher, support staff, parents, governors, volunteers, visitors to the school site, contractors and the wider school community. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with the Safer Recruitment Policy, Staff Code of Conduct, Behaviour Policy, Health and Safety Policy, Anti-Bullying Policy, Educational Visits Policy and E-safety Policy. It should also be read in conjunction with What to do if you're worried a child is being abused (HMG, 2015) and Keeping Children Safe in Education (DfE, 2019) part one of which is provided to all staff including Annex A.

Safeguarding and promoting the welfare of children, which includes everyone under the age of 18, is defined in Keeping Children Safe in Education (DfE, 2019) 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

There are three main elements to our Safeguarding & Child Protection Policy:

Prevention

By ensuring that we practise safe recruitment in checking the suitability of all staff and volunteers who work with children

Through establishing and maintaining a safe and positive environment and the teaching and pastoral support offered to students

By raising awareness of child protection issues and equipping children with the skills needed to keep them safe

Protection by following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively to child protection concerns.

Support to students who have/may have been abused or neglected (in line with his/her Child Protection Plan, if appropriate).

2. STATUTORY FRAMEWORK

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

2.2 In Southend, all professionals must work in accordance with the SET Procedures (Southend Essex and Thurrock Safeguarding and Child Protection Procedures 2019)

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

2.4 The development of appropriate procedures and the monitoring of good practice in Southend are the responsibilities of the Southend Safeguarding (Child) Partnership (SS(CP)), previously LSCB.

Southend High School for Girls works in accordance with the following legislation and statutory guidance:

(this is not an exhaustive list)

Children Act 1989

Children Act 2004

Children and Social Work Act 2017

Education Act 2002

Counter-Terrorism and Security Act (HMG, 2015)

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

Serious Crime Act 2015 (Home Office, 2015)

Sexual Offences Act (2003)

Data Protection Act (2018)

Keeping Children Safe in Education (DfE, 2019)

Working Together (HMG, 2019)

Education (Pupil Registration) Regulations 2006

3. SCHOOL COMMITMENT

Our school is committed to keeping children safe and aims to:

Create a culture of vigilance where the welfare of our students is promoted and where timely and appropriate safeguarding action is taken.

Establish and maintain an environment where students feel safe and secure, are encouraged to talk and are listened to.

Ensure that students know that there are adults within the school who they can approach if they are worried or are in difficulty.

Ensure students receive the right help at the right time to address risks and prevent issues escalating. This includes identifying emerging problems and those children who may benefit from early help.

Include in the curriculum activities and opportunities which equip students with the skills they need to stay safe from abuse and to develop healthy and safe relationships.

Include in the curriculum material which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

Protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values and to promote respect for all others.

Facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government.

Provide a curriculum which actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations.

Make parents/carers aware of the school policies and practice for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents and colleagues from partner agencies.

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

It is vital that we work in partnership with parents to support the well-being of our students.

Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

4. ROLES AND RESPONSIBILITIES

All staff in our school have a responsibility to protect and provide a safe learning environment in which children can learn. All staff members are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the Designated Safeguarding Lead to report any concerns. All staff members are aware of and follow school processes (as set out in this policy), understand the difference between 'a concern' and children who are 'in immediate danger or at risk of harm' and are aware of how to make a referral to Children's Services, and/or the Police, if there is a need to do so. The names of those in our school with these specific responsibilities (the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads) are shown on the cover sheet of this document.

4.1 The governing body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually. The school publishes its Safeguarding and Child Protection Policy on the school website alongside Keeping Children Safe in Education (DfE, 2019)

4.2 The governing body ensures there is a named Designated Safeguarding Lead and Deputy Safeguarding Lead in place.

4.3 The governing body ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

4.4 The governing body ensures that all staff members undergo 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.

4.5 The governing body ensures that children are taught how to keep themselves safe, including online, through teaching and learning opportunities as part of a broad and balanced curriculum. From September 2020, our school will work in accordance with new government regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory. The governing body ensures that appropriate filters and monitoring systems for online usage are in place.

4.6 The governing body 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 Recruitment' policy for further information). It ensures that volunteers and contractors are appropriately supervised in school. DBS (Disclosure and Barring) checks will be carried out all staff contracted to the school including volunteers, cover supervisors, peripatetic staff and parent helpers.

4.7 The Designated Safeguarding Lead 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 (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to are made to Children's Services (MASH+ (Multi-agency Safeguarding Hub) or for Early Help Family Support Assessment, as appropriate)) 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(s) will act in their absence.

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

5. EARLY HELP

If early help is appropriate, the Designated Safeguarding Lead (or Deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases will be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

6. TYPES OF ABUSE & SPECIFIC SAFEGUARDING ISSUES

Keeping children safe in education (DfE, 2019) defines abuse as the maltreatment of a child.

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

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

Physical

Emotional

Sexual

Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. Our school recognises that there are a number of specific safeguarding issues about which staff need to be aware. These are listed below, and this is not intended to be an exhaustive list.

6.1 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. Further information regarding some of these issues can be found below and these issues are also addressed in Annex A of Keeping Children Safe in Education (DfE, 2019)

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

(Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues).

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;

Having a physical or learning disability;

- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

All staff are aware of indicators which may signal that children are at risk from, or involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs.

6.2 Peer on peer abuse

Our school recognises that some children may abuse their peers and any incidents of peer-on-peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer-on-peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'up-skirting' 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Peer-on-peer abuse will never be tolerated or passed off as 'banter' or 'part of growing up'. Our school understands the different gender issues that can be prevalent when dealing with peer-on-peer abuse.

The school will use the guidance set out in:

Preventing and tackling bullying Advice for headteachers, staff and governing bodies (DfE, July 2017)

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying> and

Sexting in school and colleges Responding to incidents and safeguarding young people (UKCCIS, 2017). and

Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018)

6.3 Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

sexual "jokes" or taunting;

physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

non-consensual sharing of sexual images and videos;

sexualised online bullying;

unwanted sexual comments and messages, including, on social media; and

sexual exploitation; coercion and threats

At SHSG we will support the victims of peer on peer abuse by carefully considering any report of sexual violence and/or sexual harassment. The Designated Safeguarding Lead (or Deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the schools or college's initial response. Important considerations will include:

the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;

the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour

the ages of the children involved;

the developmental stages of the children involved;

any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?

is the alleged incident is a one-off or a sustained pattern of abuse?

are there ongoing risks to the victim, other children, adult students or school or college staff; and

other related issues and wider context

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, schools and colleges should follow general safeguarding principles as per Keeping Children Safe in Education. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school or college premises and

school or college transport, should be considered immediately. Where appropriate the school will utilise behaviour and bullying policies and provide pastoral support.

All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

Where a child has been harmed, is at risk of harm, or is in immediate danger, the school will make a referral to local children's social care. Any Report to the police will generally be in parallel with a referral to children's social care.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in the 'procedures' section of this document and with reference to the following guidance:

6.4 County Lines

County lines is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines or 'deal lines'. They exploit children and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. They will often use intimidation, violence and weapons, including knives, corrosives and firearms.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and voluntary and community sector organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Spotting the Signs

A young person's involvement in county lines activity often leaves signs. A young person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a young person's lifestyle should be discussed with them. Some indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

Persistently going missing from school or home and / or being found out-of-area;

Unexplained acquisition of money, clothes, or mobile phones

Excessive receipt of texts / phone calls

Relationships with controlling / older individuals or groups

Leaving home / care without explanation

Suspicion of physical assault / unexplained injuries

Parental concerns

Carrying weapons

Significant decline in school results / performance

Gang association or isolation from peers or social networks

Self-harm or significant changes in emotional well-being

6.5 Bullying

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, school staff will discuss with the school's designated safeguarding lead who may report concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education. However, external support will be given to students whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children.

6.6 Online Safety

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many students are able to access the internet using their own data plan. To minimise inappropriate use, as a school we:

Ensure that online safety is viewed as a safeguarding issue and that practice is in line with national and local recommendations and requirements.

Ensure there are appropriate and up-to-date policies regarding online safety; including a Code of conduct and an AUP, which covers acceptable use of technology.

Ensure that suitable and appropriate filtering and monitoring systems are in place.

Work with technical staff to monitor the safety and security of school systems and networks.

Ensure that online safety is embedded within a progressive whole school curriculum, which enables all students to develop an age-appropriate understanding of online safety.

Support the Designated Safeguarding Lead by ensuring they have sufficient time and resources to fulfil their online safety responsibilities.

Ensure there are robust reporting channels for the school community to access regarding online safety concerns, including internal, local and national support.

Ensure that appropriate risk assessments are undertaken regarding the safe use of technology. Audit and evaluate online safety practice to identify strengths and areas for improvement.

It is the responsibility of parents and carers to:

Read the school AUPs and encourage their children to adhere to them.

Support the school in their online safety approaches by discussing online safety issues with their children and reinforce appropriate, safe online behaviours at home.

Role model safe and appropriate use of technology and social media.

Abide by the school's home-school agreement and/or AUPs. Identify changes in behaviour that could indicate that their child is at risk of harm online.

Seek help and support from the school, or other appropriate agencies, if they or their child encounter risk or concerns online.

Contribute to the development of the school online safety policies.

Use school systems, such as learning platforms, and other network resources, safely and appropriately.

Take responsibility for their own awareness in relation to the risks and opportunities posed by new and emerging technologies.

6.7 Drugs/Students whose parents/carers or family members misuse drugs

The school will be alert to behaviour which might indicate that the child is experiencing difficult home circumstances. Where problems are observed or suspected, or if a child chooses to disclose that there are difficulties at home and it is not deemed a safeguarding issue, the school will follow the procedures set out in its drug policy. This should include protocols for assessing the student's welfare and support needs and when and how to involve other sources of support for the child such as Children's Services, services commissioned by the Drug and Alcohol Action Teams (DAAT) programmes. Students found in possession/under the influence of drugs: Any response to drug-related incidents will balance the needs of the individual student concerned with the wider school community. In deciding what action to take the school will follow its own behaviour policy.

6.8 Fabricated or Induced Illness

The fabrication or induction of illness in children is a relatively rare form of child abuse. Where concerns exist about fabricated or induced illness, it requires professionals to work together, evaluating all the available evidence, in order to reach an understanding of the reasons for the

child's signs and symptoms of illness. The management of these cases requires a careful medical evaluation which considers a range of possible diagnoses. At all times professionals need to keep an open mind to ensure that they have not missed a vital piece of information. More information can be found in Working Together to Safeguard Children (2018).

6.9 Children with special educational needs and disabilities

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

Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration

Children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing signs

Communication barriers and difficulties in overcoming these barriers

At SHSG we identify students who might need more support to be kept safe or to keep themselves safe by:

regularly monitoring progress of all students by their class teacher, learning manager and form tutor one-to-one sessions.

All students who have been identified as having SEN have an Individual Support Plan (ISP). This is held in their digital profile on SIMS and is accessible by all subject teachers who should use it when considering quality first teaching and differentiation in their lesson planning.

The ISP is created after discussion with the student, their parents, subject teachers and if appropriate, outside agencies.

A student with a statement of special educational needs will also have an annual review.

6.10 Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

low level of integration into UK society

mother or a sister who has undergone FGM
girls who are withdrawn from PSHE
visiting female elder from the country of origin
being taken on a long holiday to the country of origin
talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

difficulty walking, sitting or standing and may even look uncomfortable.

spending longer than normal in the bathroom or toilet due to difficulties urinating.

spending long periods of time away from a classroom during the day with bladder or menstrual problems.

frequent urinary, menstrual or stomach problems.

prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return

reluctance to undergo normal medical examinations.

confiding in a professional without being explicit about the problem due to embarrassment or fear.

talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

6.11 So-called 'Honour-based' Violence (HBV)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation

(FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

6.12 Forced marriage

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

6.13 Children Missing Education (CME)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when students are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2019) the school has:

Staff who understand what to do when children do not attend regularly

Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).

Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.

Procedures to inform the local authority when we plan to take pupils off-roll when they:

leave school to be home educated

move away from the school's location

remain medically unfit beyond compulsory school age

are in custody for four months or more (and will not return to school afterwards); or

are permanently excluded

We will ensure that students who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a student leaves the school, we will record the name of the student's new school and their expected start date. Procedures will be followed in line with the school's Children Missing Education Policy.

6.14 Preventing Extremism and Radicalisation

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

showing sympathy for extremist causes

glorifying violence, especially to other faiths or cultures

making remarks or comments about being at extremist events or rallies outside school

evidence of possessing illegal or extremist literature

advocating messages similar to illegal organisations or other extremist groups

out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

secretive behaviour

online searches or sharing extremist messages or social profiles

intolerance of difference, including faith, culture, gender, race or sexuality

graffiti, artwork or writing that displays extremist themes

attempts to impose extremist views or practices on others

verbalising anti-Western or anti-British views

advocating violence towards others

6.15 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

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

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

6.16 Child abuse linked to faith or belief

Faith and belief-based child abuse, including practices around 'spirit possession' and 'witchcraft', is a hidden crime, which makes it difficult to quantify in terms of magnitude. This kind of abuse is generally under-reported.

The forms of abuse that follow fall into the four main categories below.

Physical abuse

This can involve ritualistic beating, burning, cutting, stabbing, semi-strangulating, tying up the child, or rubbing chilli peppers or other substances on the child's genitals or eyes.

Emotional abuse

Emotional abuse can occur in the form of isolation. A child may not be allowed near or to share a room with family members and threatened with abandonment. The child may also be persuaded that they are possessed.

Neglect

In situations of neglect, the child's family and community may have failed to ensure appropriate medical care, supervision, education, good hygiene, nourishment, clothing or warmth.

Sexual abuse

Children who have been singled out in this way can be particularly vulnerable to sexual abusers within the family, community or faith organisation. These people exploit the belief as a form of control or threat.

Where does it happen?

Child abuse linked to faith or belief is not confined to one faith, nationality or ethnic community. Examples have been recorded worldwide across various religions including Christians, Muslims and Hindus.

Abuse may happen anywhere, but it most commonly occurs within the child's home.

Common factors and causes

A range of factors can contribute to the abuse of a child for reasons of faith or belief. Some of the most common ones are below.

Belief in evil spirits

Belief in evil spirits that can 'possess' children is often accompanied by a belief that a possessed child can 'infect' others with the condition. This could be through contact with shared food, or simply being in the presence of the child.

Scapegoating

A child could be singled out as the cause of misfortune within the home, such as financial difficulties, divorce, infidelity, illness or death.

Bad behaviour

Sometimes bad or abnormal behaviour is attributed to spiritual forces. Examples include a child being disobedient, rebellious, overly independent, wetting the bed, having nightmares or falling ill.

Physical differences

A child could be singled out for having a physical difference or disability. Documented cases included children with learning disabilities, mental health issues, epilepsy, autism, stammers and deafness.

Gifts and uncommon characteristics

If a child has a particular skill or talent, this can sometimes be rationalised as the result of possession or witchcraft. This can also be the case if the child is from a multiple or difficult pregnancy.

Complex family structure

Research suggests that a child living with extended family, non-biological parents, or foster parents is more at risk. In these situations, they are more likely to have been subject to trafficking and made to work in servitude.

6.17 Children and the court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

6.18 Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

psychological

physical

sexual

financial

emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

6.19 Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies and should ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

6.20 Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside our school and/or can occur between children outside school. All staff are aware of contextual safeguarding and the fact that they should consider whether wider environmental factors present in a child's life are a threat to their safety and/or welfare. To this end, we will consider relevant information when assessing any risk to a child and share it with other agencies to support better understanding of a child and their family.

7. PROCEDURES AND REPORTING CONCERNS

7.1 All action is taken in accordance with the following guidance and advice:

The SET procedures (2019) (Southend, Essex and Thurrock) Safeguarding and Child Protection Procedures, a copy of which is available from the Designated Safeguarding Lead and published online <http://www.safeguardingsouthend.co.uk/>

The Early Help Family Support Practitioner Toolkit (Threshold Document), which can be downloaded from

<http://www.southendchildren.org>

Keeping Children Safe in Education (DfE, 2019) and Disqualification under the Childcare Act, 2006 (DfE, Aug 18)

Working Together to Safeguard Children (HMG, 2019)

The Prevent duty Departmental advice for schools and childcare providers (DfE, Aug 2015)

Revised Prevent Duty Guidance: for England and Wales' (HMG, April 2019)

Multi-agency statutory guidance on female genital mutilation (HMG, Oct 18)

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

Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG, July 2018)

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education (Safer Recruitment Consortium, May 2019)

Behaviour and discipline in schools (DfE January 2016) Advice for headteachers and school staff

Searching, screening and confiscation Advice for headteachers, staff and governing bodies (DfE, January 2018)

Use of reasonable force Advice for headteachers, staff and governing bodies (DfE July 2013)

Preventing and Tackling Bullying (DfE, July 2017)

Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018)

Preventing youth violence and gang involvement (Home Office, 2015)

Criminal Exploitation of children and vulnerable adults: County Lines guidance (Home Office, 2018)

Children Missing Education - statutory guidance for local authorities (DfE, 2016)

Teaching online safety in school (DfE, 2019)

7.2 When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place. They are given a copy of our school's Child Protection Policy, advised who our Designated Safeguarding Lead (and Deputy/ies) is/are and informed of their role and how to share concerns with them. Staff are given a copy of the Staff Code of Conduct/Staff Behaviour Policy, the School's Behaviour Policy and made aware of the safeguarding response to children who go missing from education. Staff are also given a copy of Keeping Children Safe in Education (DfE, 2019) which includes Annex A: Further information about specific forms of abuse and safeguarding issues (for staff who work directly with children) and access to 'What To Do If

You're Worried a Child is Being Abused' (HMG, March 2015), which gives helpful advice about how to respond to child protection concerns or disclosures.

7.3 All staff members have a duty to identify and respond to children who may be in need of help or protection. All Staff are kept informed about safeguarding and child protection responsibilities and procedures through induction, briefings and regular awareness training, as required, but at least annually.

7.4 Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, suspects that abuse may have occurred, or is concerned about a child's welfare, must report it immediately to the Designated Safeguarding Lead or, in their absence, the Deputy Designated Safeguarding Lead(s) so that discussion can take place regarding whether any support for the child can be managed internally via the school's own pastoral support process, or if an early help assessment is indicated, or a referral to Children's Social Care and/or the Police. The contact details for the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead/s are prominently displayed in the school to ensure that all members of the school community have unfettered access to safeguarding support.

Staff report concerns by:

Sharing the concern in person with the Designated Safeguarding Lead or member of the Safeguarding Team and then subsequently completing an electronic 'safeguarding concern referral form' and sending this via email to the Designated Safeguarding Lead and the Safeguarding Administrator. Concern Forms can be found on the G Drive (school network) in the Safeguarding Folder. Completed online concern forms are stored in the student's Child Protection Records Folder (protected permissions) in the Pastoral Folder on the network. The safeguarding administrator logs all concerns and keeps a record to ensure that the concern has been followed up, relevant paperwork completed, and action taken.

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's Social Care and / or Essex Police for advice on when to share information with parents / carers. If the child is in immediate danger or is at risk of harm, a referral should be made to Children's Social Care and/or the Police immediately.

In the absence of the Designated Safeguarding Leads and Deputy Designated Safeguarding Lead, the matter should be brought to the attention of the Head Teacher. If, for any reason, nobody is available, this should not delay appropriate action being taken. Any individual may refer to Social Care/Police where there is suspected or actual risk of harm to a child. The school may seek advice from Social Care about a concern, if we are unsure how to respond to it.

7.5 The Designated Safeguarding Lead, or the Deputies, will immediately refer cases of suspected abuse or allegations to Children's Social Care (MASH + (Multi-agency Safeguarding Hub)), Southend Borough Council (contact numbers are on the cover sheet of this document) and in accordance with the procedures outlined in the SET procedures (2019)

A telephone referral to Children's Social Care must be confirmed in writing within 48 hours.

The Early Help Family Support Assessment (EHFSA) should be used to support a child protection referral. (The EHFSA form and guidance is available on www.southendchildrenspartnership.org.uk and on the Southend Safeguarding (Child) Partnership (SS(C)P) website and Southend Learning Network. A completed EHFSA form contains all the information required for a child protection referral and should be sent to MASH+. In cases where there have been mounting concerns about a child, it is likely that an EHFSA will already have been completed prior to a child protection referral. A telephone referral to MASH+ – in cases where there are immediate safeguarding concerns - should be confirmed in writing within 48 hours, using the EHFSA form to provide the information required. Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure, plus any advice given. This written confirmation must be signed and dated by the referrer.

7.6 Whilst all staff should speak to the Designated Safeguarding Lead (or Deputies) with regard to any concerns about Female Genital Mutilation (FGM), there is a specific legal duty on teachers. If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher has a statutory duty to report this personally to the Police. See 12.12, below, and Annex A Keeping Children Safe in Education (DfE, 2019) for more details.

7.7 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 discuss this with the Designated Safeguarding Lead, who will press for re-consideration of the case to ensure that the child's situation improves.

7.8 Parents and Carers are informed about our school's duties and responsibilities under child protection procedures on admission and on the school website.

8.0 TRAINING

The Designated Safeguarding Lead (and Deputies) will undergo updated Child Protection training specifically for Designated Safeguarding Leads at least every two years, in accordance with Keeping children safe in education (DfE, September 2019). In addition to formal training, staff are also given a copy of 'Keeping children safe in education: Information for all school and college staff' (DfE,

September 2016), which includes Annex A: Further information about specific forms of abuse and safeguarding issues (for staff who work directly with children).

As part of induction we ensure that all staff have read Keeping Children Safe in Education (2019) Part One and Annex A.

At SHSG Induction Training is mandatory and includes:

the child protection policy;

the behaviour policy;

the staff code of conduct

the safeguarding response to children who go missing from education

the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

All other staff receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Compulsory twilight sessions form part of the Professional Development Calendar.

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

Staff are also made familiar with 'What to do if you're worried a child is being abused' (DfE 2015) as it contains excellent examples of the different types of safeguarding issues.

All staff are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the Staff Code of Conduct.

9.0 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. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a student, nor should they agree with a student to keep a secret as, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities.

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. Any information shared with a member of staff in this way must be held treated confidentially.

10.0 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, the status of such records 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 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. Our online school privacy notices accurately reflect our use of data for child protection purposes. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible (once having spoken to the DSL in person) using the concern referral form, 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 passed on 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 student file). All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting.

Where a student transfers from our school to another school / educational setting (including colleges), their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's designated safeguarding lead.

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

11.0 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. 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.

12.0 PROMOTING POSITIVE MENTAL HEALTH AND RESILIENCE IN SCHOOL

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

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

It is essential that an understanding of children's psychological development, wellbeing, resilience and mental health is embedded into Continued Professional Development. This is necessary to ensure that all teachers have the basic knowledge and skills to be able to promote the wellbeing of students and to respond effectively to mental health concerns.

Students learn about the ways to keep themselves mentally healthy in our PSHCEE (Personal, Social, Health, Citizenship and Economic Education) programme.

13.0 SUPPORTING STUDENTS AT RISK

SHSG is committed to ensuring that our students receive the right help at the right time. Staff are in a position to identify concerns early, provide help for children and prevent concerns from escalating.

SHSG 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 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.

Our school will endeavour to support all students through:

The curriculum; to encourage our students to stay safe and to develop healthy relationships, self-esteem and self-motivation.

The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.

The implementation of the school's behaviour management policies.

A consistent approach from all staff which will endeavour to ensure that our pupils know that some behaviour is unacceptable, but that s/he is valued.

Regular liaison with other professionals and agencies that support the pupils and their families.

A commitment to develop open, honest and supportive relationships with parents, always with the child's best interest as paramount.

The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

Recognition that children with behavioural difficulties and special educational needs and/or disabilities are most vulnerable to abuse. Therefore, staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

Recognition that, in a home environment where there is domestic violence, drug or alcohol abuse, children are vulnerable and may be in need of support or protection.

14.0 ALLEGATIONS OR CONCERNS ABOUT PEOPLE WORKING WITH CHILDREN

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

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 other adults in the school should be taken to the Head Teacher without delay (or where that is not possible, to the Designated Safeguarding

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

SET procedures require that, where an allegation against a member of staff has been received, the Headteacher, Designated Safeguarding Lead, member of SLT or the Chair of Governors must inform the Local Authority Designated Officer (LADO) (see cover sheet of this document for contact details) within one working day. Where the allegation is against the Head Teacher, the Chair of Governors will consult with the LADO.

15. USE OF REASONABLE FORCE

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

16.0 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. For example:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

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. The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

17.0 USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

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

Policy Revised September 2019