



# SAFEGUARDING/CHILD PROTECTION POLICY

September 2023-24

Passmores Academy

Part of the Passmores Co-operative Learning Community



# CHILD PROTECTION POLICY FOR PASSMORES ACADEMY

**APPROVED BY PCLC TRUST BOARD IN CONSULTATION WITH THE PASSMORES LOCAL  
GOVERNING BODY 26<sup>th</sup> SEPTEMBER 2023**

**POLICY TO BE REVIEWED ANNUALLY OR IN LINE WITH CURRENT LEGISLATION**

<b>DESIGNATED SAFEGUARDING LEAD:</b>	Lucia Goddard
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# CHILD PROTECTION POLICY FOR PASSMORES ACADEMY

## 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, 2023)*

This Child Protection policy is for all staff, parents, governors, 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, 2023)
- the Behaviour policy;
- the Staff Code of Conduct;
- the safeguarding response to children missing from education
- the role of the designated safeguarding lead (Annex C of KCSIE)

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

Our school has a whole-school approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do and underpins all systems, processes and policies. It is important that our values are understood and shared by all children, staff, parents/carers, governors and the wider school community. Only by working in partnership, can we truly keep children safe.

## 2. Statutory framework

There is government guidance set out in [Working Together \(HMG, 2018\)](#) on how agencies must work in partnership to keep children safe. This guidance places a shared and equal duty on three Safeguarding Partners (the Local Authority, Police and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements. These arrangements sit under the [Essex Safeguarding Children Board](#) (ESCB). In Essex, the statutory partners are Essex County Council, Essex Police and three NHS Integrated Care Board covering the county.

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

In Essex, all professionals must work in accordance with the [SET Procedures](#). Passmores Academy work in accordance with the following legislation and guidance (*this is not an exhaustive list*):

Keeping Children Safe in Education (DfE, 2023)

Working Together (HMG, 2018)

Education Act (2002)

Essex Effective Support (2021)

Counter-Terrorism and Security Act (HMG, 2015)

Serious Crime Act 2015 (Home Office, 2015)

Children and Social Work Act (2017)

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

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

Information sharing advice for safeguarding practitioners (HMG, 2018)

Data Protection Act (2018)

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

Searching, screening and confiscation (DfE, 2018)

Children Act (1989)

Children Act (2004)

Preventing and Tackling Bullying (DfE, 2017)

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

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

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

Criminal Exploitation of children and vulnerable adult - county lines guidance (Home Office, 2018)

Teaching online safety in schools (DfE, 2019)

Education Access Team CME / Home Education policy and practice (ECC, 2018)

Understanding and Supporting Behaviour - safe practice for schools and educational settings (ESCB 2021)

Let's Talk: reducing the risk of suicide (ESCB 2022)

Searching, screening and confiscation (DfE 2022)

Suspension and permanent exclusion in schools, academies and PRU's (DfE 2022)

Filtering and Monitoring Standards (DfE)

### 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 schools who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities are:

Lucia Goddard (DSL)

Roxy Ahmad

Jo Connolly

Lynn Guyton

Lorna Brown

Nicola Wilkins

Contact details for these staff are available as Appendix C. There are posters around the school showing who the Safeguarding Team is along with key contact information.

#### The PCLC Trust Board/ Passmores Local Governing Body

The Trust Board 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, that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

The local governor for safeguarding arrangements is Paulette Burrell. This local governor takes leadership responsibility for safeguarding arrangements in our school. The Local Governing Body ensures there is a named designated safeguarding lead and at least one deputy safeguarding lead in place (currently there are five deputies).

The Local 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.

The Local 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. This is in the form of whole staff training and regular 'Safeguarding Snapshots'

The Local Governing Body ensures our pupils are taught how to keep themselves safe (including online) through teaching and learning opportunities as part of a broad and balanced curriculum. We will work in accordance with new government regulations which make the subject of Relationships and Sex Education and Health Education mandatory.

The Local 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 are appropriately supervised in school. It is responsible for online safety, including the strategic oversight of filtering and monitoring systems to support this.

## The Safeguarding Team

The Designated Safeguarding Lead in school has ultimate lead responsibility for safeguarding and child protection. Their role includes managing child protection referrals, working with other agencies, ensuring all staff are appropriately trained, raising awareness of all safeguarding and child protection policies and procedures and ensuring online safety and the filtering and monitoring standards are met. 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 Essex Children's Social Care (Children and Families Hub) are made in accordance with current SET procedures. They work with the local authority and the ESCB as required and ensure that information is shared appropriately.

The whole Safeguarding Team are trained to the same standard as the Designated Safeguarding Lead. If for any reason the Designated Safeguarding Lead is unavailable, a deputy designated safeguarding lead will act in their absence.

## The Principal

The Principal works in accordance with the requirements upon all school staff. In addition, they ensure that all safeguarding policies and procedures adopted by the PCLC Trust Board / Local Governing Body 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. Any child may benefit from early help and all staff members are aware of the local early help process 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 safeguarding processes 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 by completing a 'my concern' and speaking with a member of the Safeguarding Team if necessary.

Our staff understand that children may not always feel able or know how to tell someone that they are being abused. This may be because they are embarrassed, scared or do not recognise they are experiencing abuse, either at home or out in the community. We understand there are many factors which may impact on our children's welfare and safety and we also understand safeguarding in the wider context (contextual safeguarding). We recognise that abuse, neglect and safeguarding issues rarely occur in isolation and that, in most cases, multiple issues will overlap.

Our staff will always reassure children who report abuse that they are taken seriously and that they will be supported and kept safe. We will never make a child feel ashamed for reporting abuse, nor make them feel they are causing a problem.

#### 4. Types of abuse / specific safeguarding issues

Keeping Children Safe in Education (DfE, 2023) describes abuse in the following way:

*“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: a form of abuse causing physical harm to a child – this includes where an adult fabricates or deliberately induces illness in a child
- Emotional: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development
- Sexual: forcing or enticing a child to take part in sexual activities (through actual physical or online contact)
- Neglect: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development

In addition, Annex B of Keeping Children Safe in Education contains important information about specific forms of abuse and safeguarding issues.

##### Child on child abuse (including sexualised behaviours)

Child on child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, harmful sexual behaviours, gender-related abuse, ‘up-skirting’, ‘sexting’ or initiation / hazing type violence and rituals. We do not tolerate harmful behaviour of any kind in school and will take swift action to intervene where this occurs, challenging inappropriate behaviours when they occur. We do not normalise abuse, and it is not tolerated in our setting. Our culture is very much one of kindness, compassion, hope, connection and belonging.

Any incidents of child on child abuse will be managed in the same way as any other child protection concern and we will follow the same procedures. We will seek advice and support from other agencies as necessary and ensure that appropriate agencies are involved when required.

Our school recognises that some children may abuse other children and that this may happen in school, or outside of it. We understand there are many factors which may lead a child to display abusive behaviours towards other children, and that these matters are sensitive and often complex. We recognise our school may be the only stable, secure and safe element in the lives of some children, particularly those who have experienced harm and trauma. We have a duty to safeguard all children and, whilst inappropriate behaviours will be challenged and addressed, it is in the context of providing appropriate support to all children in our school where harmful behaviour has occurred. We will, at all times, take a balanced and proportionate approach to risky or harmful behaviour. This is in line with our Trauma Perceptive Practice (TPP) training.

We understand the barriers which may prevent a child from reporting abuse and work actively to remove these. We use lessons and assemblies to teach children about healthy, positive relationships, how to report concerns, and to help them understand, in an age-appropriate way, what abuse is. We aim to provide children with the language to report abuse and to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. We will never make a child feel ashamed for reporting abuse, nor that they are creating a problem by doing so. We never assume, if abuse is not being reported, that it is not occurring in our school – we are vigilant to signs of abuse and promote a culture of safety and understanding.

## 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. It is also recognised that, when not in school, children may be vulnerable to or exposed to other risks, so we work with parents and other partners to keep children in school whenever possible.

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 ([Education Access Team](#), Social Care or Police). Parents are required to provide at least two emergency contact numbers to the school, to enable us to communicate with someone if we need to.

Our school must inform the local authority of any pupil who has been absent without school permission for a continuous period of 10 days or more. There are protocols in place to deal with children who go missing during the school day. Please see Appendix H.

## Child criminal exploitation (CCE) and Child Sexual Exploitation (CSE)

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. It may occur over time or be a one-off occurrence. 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".*

We recognise 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.



### Contextual safeguarding

Safeguarding incidents and behaviours can be associated with factors outside our school. All staff are aware of contextual safeguarding and the fact they should consider whether wider environmental factors present in a child's life are a threat to their safety and / or welfare. 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 to ensure they receive the right help at the right time.

### 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.

Our school recognises that exposure to domestic abuse (either by witnessing or experiencing) has a serious impact on a child. It is vital we work with other key partners to share and receive relevant information.

### So-called 'honour-based violence' (including Female Genital Mutilation and forced marriage)

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

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

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.

### Mental health

Positive mental health is the concern of the whole community and we recognise that our school plays a key part in this. Our school aims 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 promote resilience and keep children safe.

Our staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We understand that, where children have suffered abuse or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Where we have concerns this may impact on mental health, we will seek advice and work with other agencies as appropriate to support a child and ensure they receive the help they need.

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

### Online safety

We recognise that our children are growing up in an increasingly complex world, living their lives on and offline. This presents many positive and exciting opportunities, but we recognise it also presents challenges and risks. Any pupil can be vulnerable online, and their vulnerability can fluctuate depending on their age, developmental stage and personal circumstance. We want to equip our pupils with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world. We have purchased and used Senso software to control and monitor student internet access while they are in school.

The four main areas of online risk could be categorised as:

**content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;

**commerce:** risks such as gambling, inappropriate advertising, phishing, and financial scams.

**contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults;

**conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying- see Appendix E

All staff at Passmores Academy are aware of the risks to children online and we seek to help children keep themselves safe online.

We have systems in school to filter information and block internet access to harmful sites and inappropriate content. These systems are monitored and regularly reviewed to ensure they are effective, and all staff are trained in online safety and how to report concerns.

### Prevention of radicalisation

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

The Prevent Duty requires schools to:

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

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

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

### Serious violence

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 well-being, 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.

## **5. Children potentially at risk of greater harm**

We recognise that some children may potentially be at risk of greater harm and require additional help and support. These may be children with a Child in Need or Child Protection Plan, those in Care or previously in Care or those requiring mental health support. We work with Social Care and other appropriate agencies to ensure there is a joined-up approach to planning for these children and that they receive the right help at the right time.

Our school understands that children with special educational needs (SEND) 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

## 6. 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 onto 'my concern'. The information should also be shared directly with a member of the safeguarding team. Please see Appendix D

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, 2022)
- [Essex Effective Support](#)
- Keeping Children Safe in Education (DfE, 2023)
- Working Together to Safeguard Children (DfE, 2018)
- 'Effective Support for Children and Families in Essex' (ESCB)
- PREVENT Duty - [Counter-Terrorism](#) and Security Act (HMG, 2015)

Any staff member or visitor to the school must refer any concerns to a member of the Safeguarding Team. Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and / or the Police. Less urgent concerns or requests for support will be sent to the Children and Families Hub via the [Essex Effective Support](#) portal.

The school may also seek advice from Social Care or another appropriate agency about a concern, if we are unsure how to respond to it. This is done via the consultation line at the Children and Families Hub. Please see Appendix A and Appendix B.

Wherever possible, we 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, in the unlikely event that a member of the Safeguarding Team 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 names of the Safeguarding Team and how to share concerns with them. This is a part of the Induction programme. We also provide information to any visitor to the school so they can share a concern if they have one.

## **7. Training**

The Safeguarding Team undertake Level 3 child protection training at least every two years. The Principal, all staff members, trustees and local governors 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 child protection training undertaken is kept for all staff, trustees and local governors.

The school ensures that the Safeguarding Team undertake training in other matters as appropriate.

## **8. 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 Safeguarding Team via 'my concern' and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the Safeguarding team with other relevant staff members. This will be where it is in the child's best interests to do so.

## **9. 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. Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible on 'my concern', noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. This will then be processed by the Safeguarding Team, who will decide on appropriate action and record this accordingly.

Any records related to child protection are kept on an individual child protection file on 'my concern'. 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.

In line with statutory guidance, where a pupil 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. We will obtain evidence that the paperwork has been received by the new school 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.

## **10. Interagency working**

It is important that agencies work together to keep children safe, and there is a legal requirement to do so.

We work with other relevant agencies, including where a child on roll (or previously known to us) has a Child in Need, Child Protection or Care Plan. Where this is the case, it is the responsibility of the designated safeguarding lead to ensure our school is represented at, and that a report is submitted to, any statutory meeting called. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). The member of staff attending the meeting will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions.

If a child is subject to a Care, Child Protection or a Child in Need plan, the designated safeguarding lead will have oversight of their school attendance, emotional well-being, academic progress, welfare and presentation. Where the school is part of the core group, the designated safeguarding lead will ensure we are represented, provide appropriate information and contribute to the plan at these meetings. We will report on the child's progress in school, and any concerns about them will be shared at the meeting, unless to do so would place them at risk of harm. In this case the designated safeguarding lead would speak with the child's social worker outside of the meeting, and as soon as there is a concern.

## **11. 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, 2022) in respect of allegations against an adult working with children (in a paid or voluntary capacity).

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 Principal (or a deputy 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.

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

The SET procedures (ESCB, 2022) require that, where an allegation against a member of staff is received, the Principal, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) on 03330 139 797 within one working day. However, wherever possible, contact with the LADO will be made immediately so that we can seek advice on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils, parents and HR. The school does not carry out any investigation before speaking to the LADO.

Staffing matters are confidential and the school operates within a statutory framework around Data Protection.

## 12. Behaviour, use of physical intervention and reasonable force

Our Behaviour Policy sets out our approach to behaviour for all children and also for those with more difficult or harmful behaviour. We recognise there are some children who have needs that require additional support and a more personalised approach and we always consider all behaviour, and our response to it, in the context of safeguarding.

There are occasions when staff will have cause to have physical contact with children and young people for a variety of reasons, this may include:

- to comfort a child or young person in distress (appropriate to their age and individual specific needs);
- to direct a child or young person;
- for curricular reasons (for example in PE, Music, Drama etc);
- in an emergency, to avert danger to the child, young person or others;

The guidance produced by the Department for Education Use of Reasonable Force (DfE, 2013) states that:

“Schools should not have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a child or young person or prevent them taking action needed to prevent a child or young person causing harm.”

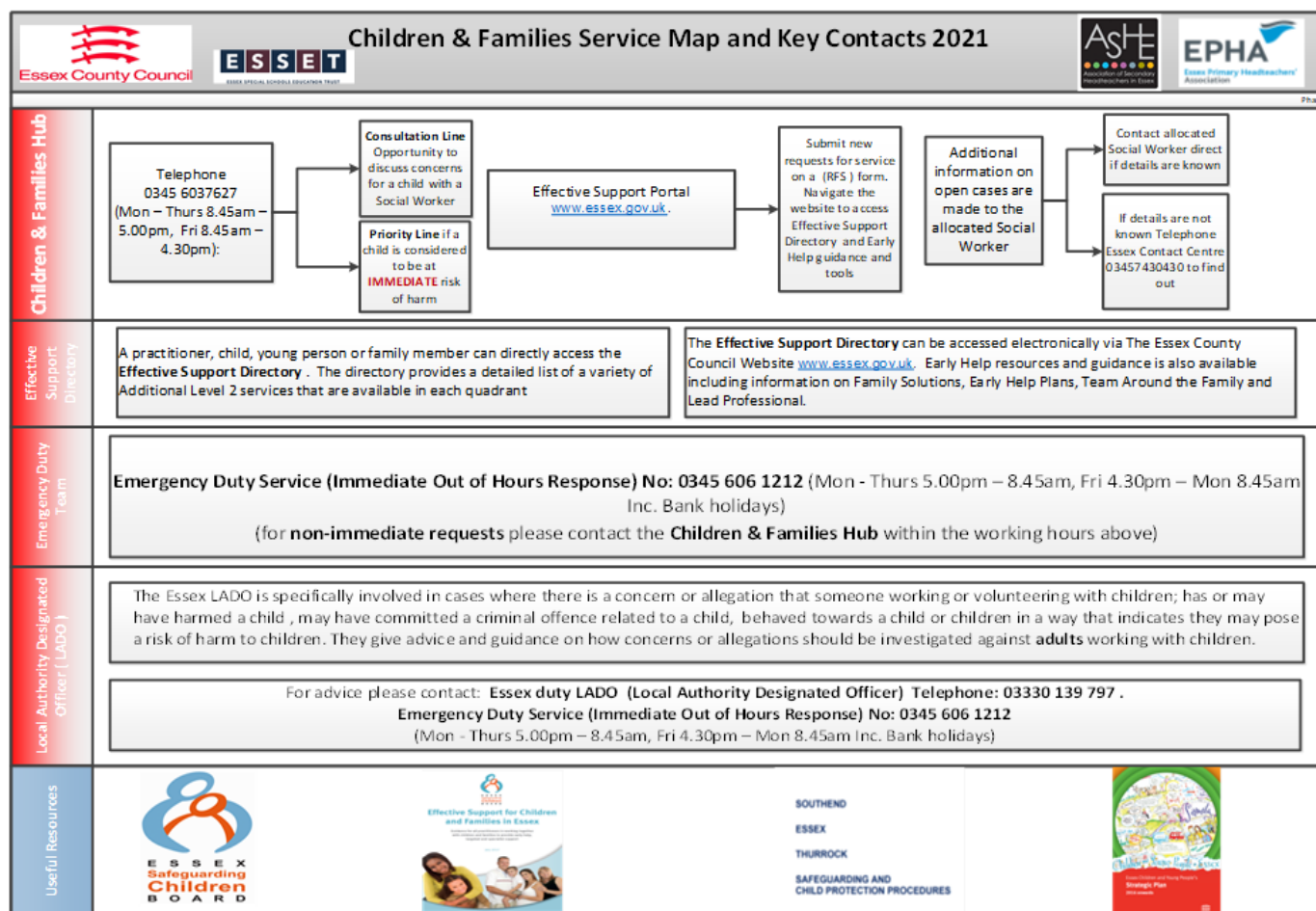
The term ‘reasonable force’ covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety 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 (see section 2) and recognises that where intervention is required, it should always be considered in a safeguarding context.

## 13. Whistleblowing

All members of staff and the wider school community should be able to raise concerns about poor or unsafe practice and feel confident any concern will be taken seriously by the school leadership team. We have ‘whistleblowing’ procedures in place and these are available in the school Whistleblowing Policy. However, for any member of staff who feels unable to raise concerns internally, or where they feel their concerns have not been addressed, they may contact the [NSPCC whistleblowing helpline](https://www.nspcc.org.uk/whistleblowing) on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or by email at: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

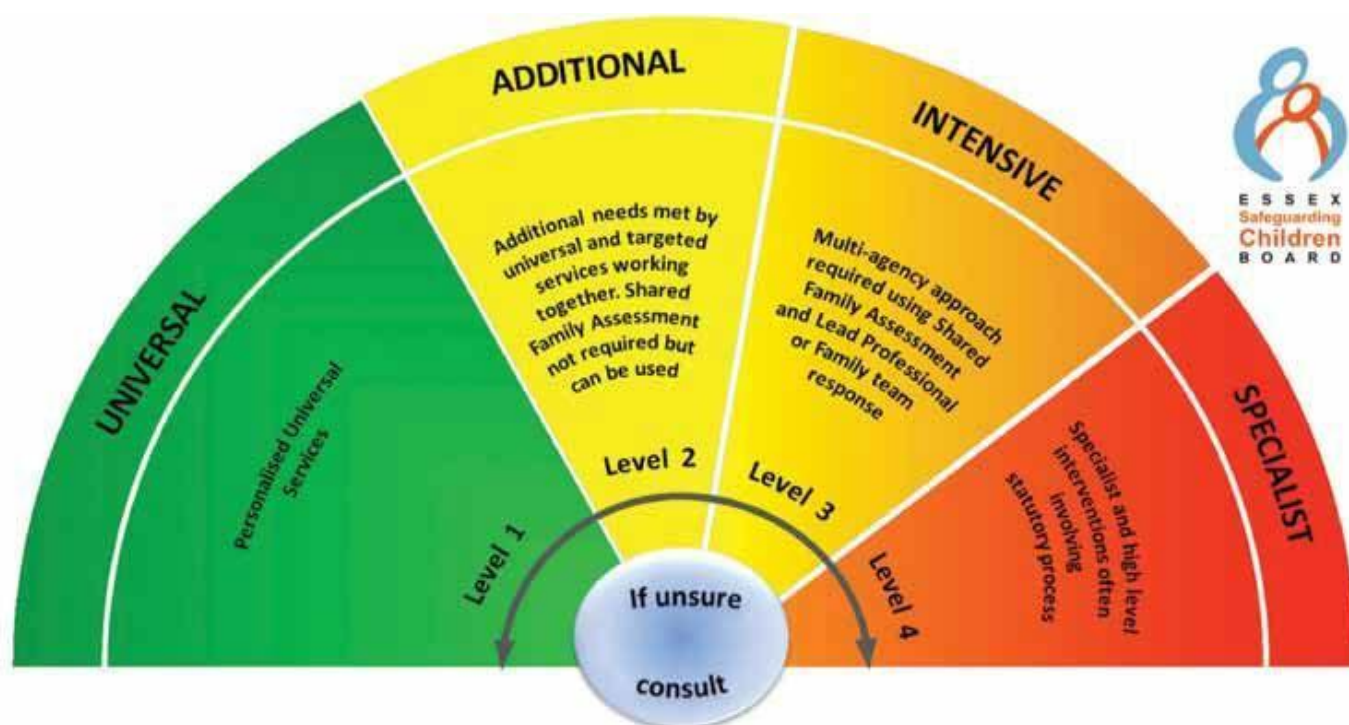
Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## Appendix A: Children and Families Hub flow chart





## Appendix B: Essex Windscreen of Need and levels of intervention



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

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

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

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

## APPENDIX C

### KEY CONTACTS WITHIN THE SCHOOL

#### DESIGNATED SAFEGUARDING **LEAD**

NAME: MRS L GODDARD

[l.goddard@passmoresacademy.com](mailto:l.goddard@passmoresacademy.com) 01279770800

#### DEPUTY DESIGNATED SAFEGUARDING **LEADS**

NAME: MISS J CONNOLLY [j.connolly@passmoresacademy.com](mailto:j.connolly@passmoresacademy.com) 01279 770800

NAME: MRS L BROWN [l.brown@passmoresacademy.com](mailto:l.brown@passmoresacademy.com) 01279 770800

NAME: MRS N WILKINS [n.wilkins@passmoresacademy.com](mailto:n.wilkins@passmoresacademy.com) 01279 770800

NAME: MRS R AHMAD [r.ahmad@passmoresacademy.com](mailto:r.ahmad@passmoresacademy.com) 01279 770800

NAME: MRS L GUYTON [l.guyton@passmoresacademy.com](mailto:l.guyton@passmoresacademy.com) 01279 770800

#### NOMINATED GOVERNOR FOR SAFEGUARDING – Contact Passmores Academy

Tel: 01279 770800

NAME: MRS PAULETTE BURRELL

#### CO-CHAIRS of PASSMORES LOCAL GOVERNING BODY:

NAMES: MR GREG MCAUSLAND & MS YULIYA LAPOVICH

### **KEY CONTACTS (external)**

The **Family Operations Hub** is available for advice and consultation on Child Protection matters: **0345 603 7627** [www.essexeffectivesupport.org.uk](http://www.essexeffectivesupport.org.uk)

The **CHILDREN'S SAFEGUARDING SERVICE (LADO)** is also able to provide advice and consultancy to educational settings and must be consulted within 24 hours whenever complaints, concerns or allegations of a child protection nature are made against staff or volunteers linked to the Academy:  
**01245 436744 / 03330139797**

**ChildLine** **08001111**

**Anti-terrorist hotline** – **0800 789321**

**Forced Marriage Unit** – **0207 008 0151**

**NSPCC Helpline** – **0800 028 3550** **NSPCC Helpline (report abuse in education)** **0800 136 663**

**NSPCC Whistleblowing Helpline** – **0800 028 0285**

#### **REFERRAL INTO FAMILY OPERATIONS (FORMALLY CHILDREN'S SOCIAL CARE)**

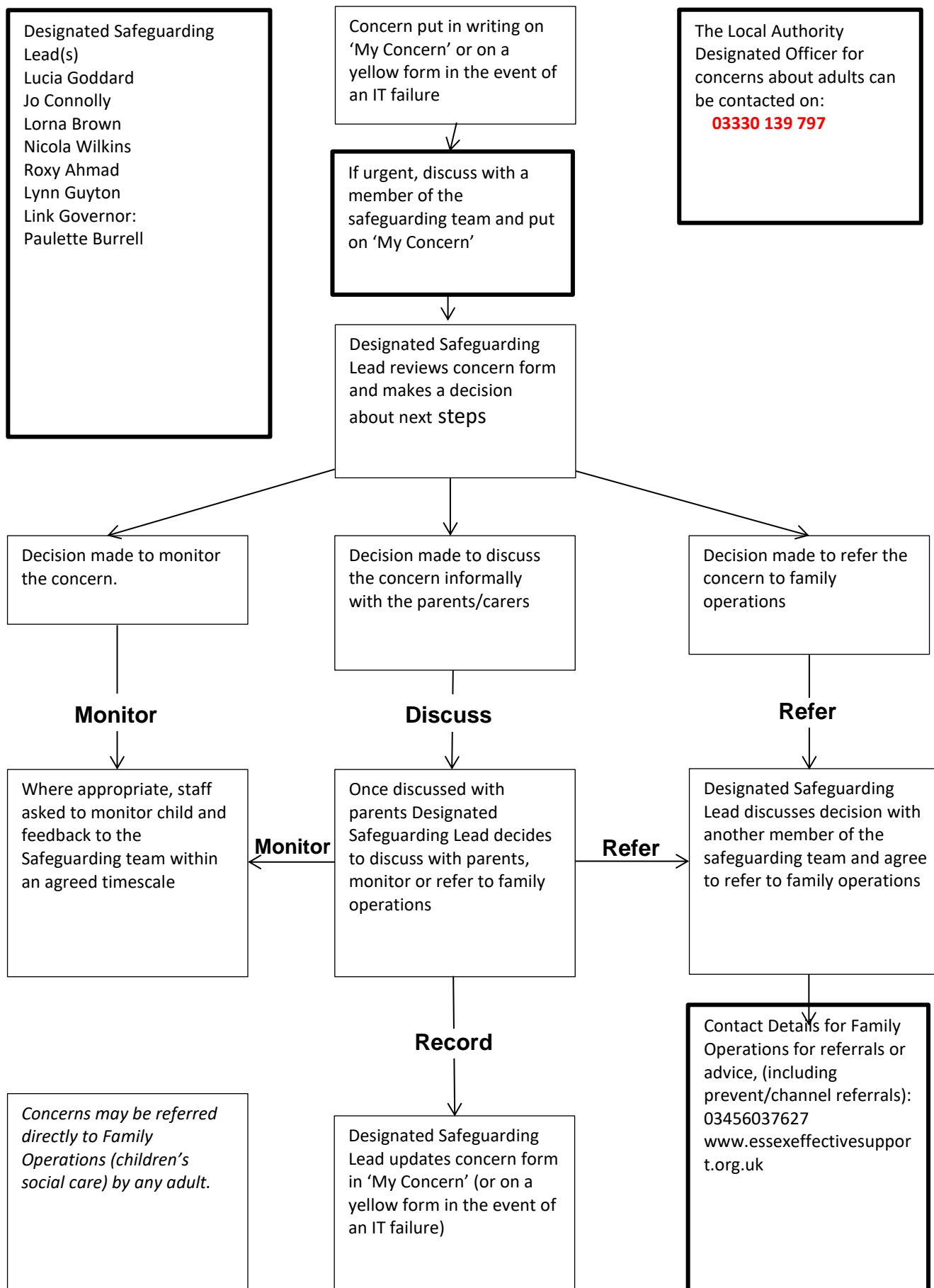
Where schools have URGENT and IMMEDIATE concerns for the safety and welfare of a child or young person during office hours telephone 0345 603 7627

To make URGENT referrals OUT OF HOURS telephone 0345 606 1212

For all NON-URGENT referrals and enquires telephone 0345 603 7627

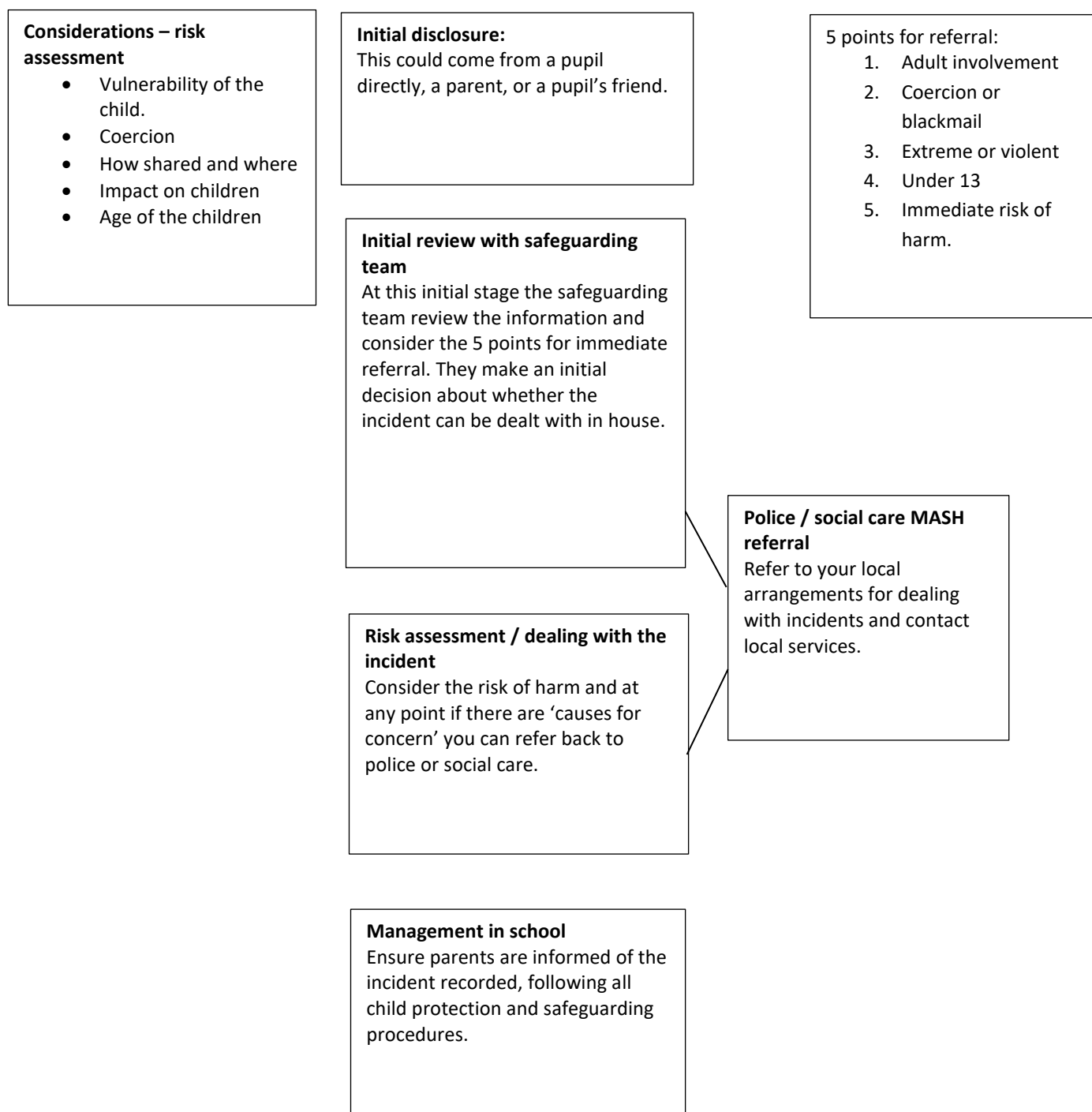
## Appendix D

### FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

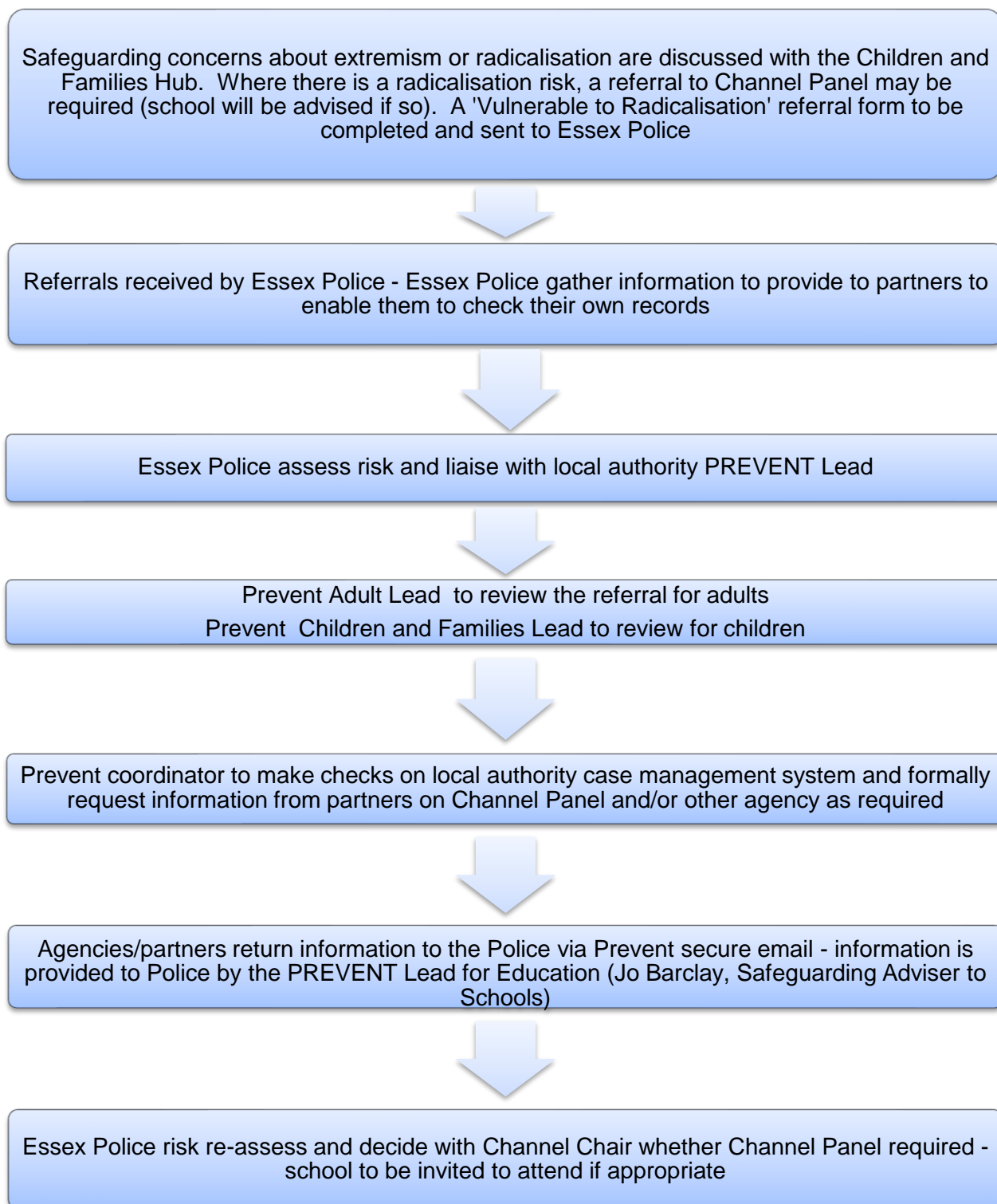


## **Appendix E**

### **FLOW CHART FOR RESPONDING TO INCIDENTS OF YOUTH PRODUCED SEXUAL IMAGERY**



## **Appendix F: PREVENT Referral Flowchart**



## Appendix G: Additional safeguarding arrangements during COVID-19

During periods of partial closure due to lockdown arrangements, we have assessed the needs of all our pupils and put in place plans to support them and their families during the summer term. These plans included an education offer and arrangements to support pupils with their safety and wellbeing. Where appropriate, the plans included actions and interventions from other agencies, as we continued to work with partners to provide an appropriate level of support. These plans were regularly reviewed to ensure they reflected current need and were updated accordingly to ensure appropriate support is in place.

We have now returned to full opening and our usual Child Protection Policy applies. However, as a response to COVID-19 and to ensure we are compliant with [government guidance](#) and Health and Safety law, other arrangements are in place and we have communicated this to all parents.

We have a robust risk assessment in place and will continue to regularly review this and update it as required. This review process will consider whether our current plans and protective measures are:

- effective
- working as planned
- updated appropriately, considering any issues identified and changes in public health advice

Where a class, group or small number of pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, the DfE expects schools to be able to offer access to remote education.

Keeping pupils and teachers safe during remote education is essential. It is especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with

Further DfE guidance for parents is available here: [support for parents and carers to keep children safe online](#). It is important that parents make the school aware of any concerns they may have about the online activity of their child, or any particular vulnerability they may have in this respect.

If the school is subject to further closure, our previous arrangements (as referred to above) for monitoring and supporting pupils will be reinstated.

## Appendix H: Missing Child Protocol

### Arrangements for children who go missing during the school day

#### Definition of Missing

The definition of missing used in Essex is 'anyone whose whereabouts cannot be established will be considered as missing until located and his or her well-being confirmed'.

(College of Policing Authorised Professional Practice Guidance)

#### 1. Introduction

This guidance sets out the procedures to follow when children go missing from schools and other educational settings, hereafter referred to as educational settings.

Missing children are among the most vulnerable in our community. Sometimes children go missing from educational settings; when this occurs, it is important that action is taken quickly to address this, and in line with local procedures.

This document should be read in conjunction with the educational setting's Child Protection Policy, and the Southend, Essex and Thurrock Child Protection Procedures (SET Procedures). · Essex Schools Infolink – for the model Child Protection Policy and other resources · Essex Safeguarding Children Board – for the SET Procedures and other resources

A child going missing could be a 'one-off' incident that, following investigation, does not need further work. However, a child going missing frequently could be an indicator of underlying exploitation or other forms of child abuse.

Educational settings should consider missing episodes like any other child protection concern and take action as appropriate, for example, by contacting parents/carers, the Children & Families Hub consultation line, and in an emergency, the priority line or the police. It may be appropriate to use the Early Help Procedures (including holding a Team Around the Family meeting) to address the issues and prevent escalation. Advice should be sought and concerns should be escalated if there is no improvement.

Where children missing frequently are open to Children's Social Care, a Missing Prevention Plan may be in place. Where this is the case, the educational setting may be set actions as part of the Missing Prevention Plan and should receive a copy if consent has been provided.

#### 2. When a child goes missing

When it is suspected that a child is missing from an educational setting this must be addressed immediately. Active steps to locate the child should be taken, for example, searching the premises and surrounding areas, contacting the child by phone, text and social media, and contacting their parents/carers. If none of these actions locate the child, then they must be reported missing to the Police by dialling 101, or 999 if there is a belief that the child is immediately suffering significant

harm. It is important that the police are informed of any checks already completed as it may save time and prevent duplication of tasks set by the police to locate a child.

Staff at the educational setting must inform the child's parents/carers that the child has been reported missing. Where there is a Social Worker allocated to the child, they should also be informed.

After a child has been reported missing, any further information should be communicated to the police by telephoning 101 and quoting the incident number that the police would have provided following the initial report. Further information must be passed to the police as soon as possible, as officers will continue to search for the child until informed of their return.

### 3. When the child is found

If the child is found by educational setting staff, or if the child returns to the premises of their own accord, the police must be notified immediately by dialling 101 or 999 if the matter is an emergency. It is important that this action is prioritised, as the child will remain classified as a missing person until seen by the police.

### 4. Essex Police

On receiving a report of a missing child, Essex Police will classify the child as missing and will respond based on the level of risk involved.

Essex Police will conduct a vulnerability interview for all children who have been missing and have returned. It may be that the child refuses to engage or speak with police. On these occasions the parents/carers can assist by reporting to officers their observations on the child's return, e.g. did the child shower, have gifts, appear unwell or under the influence of any substance etc. The setting may also be able to contribute to this process and should provide the police with any relevant information or observations.

Each child that returns from missing will be offered a 'missing chat' (an independent return from missing interview) by a person not involved in their care. This will be facilitated by the Local Authority with responsibility for the child. Missing chats are offered to all children from Essex who go missing.