



HEARTS ACADEMY TRUST

CHILD PROTECTION POLICY



Wickford Church of England School

Approved by Trustees:	October 2018
To be reviewed:	September 2019

HEARTS Academy Trust is committed to providing a happy, caring and safe learning environment for all within a values led context, where everyone feels valued and grows in confidence and independence.

We promote **HAPPINESS** through a creative, exciting and practical curriculum, which generates a love of, and interest in, learning and a resilience and hope which supports us through challenging times.

Great value is placed on pupils' self **ESTEEM** which is developed through a positive and motivated attitude to learning, a healthy lifestyle, good social skills, self-discipline and a positive self-image.

We promote the highest standards of **ACHIEVEMENT** in all areas of the curriculum and help all pupils to fulfil their potential regardless of gender, race or ability.

We foster **RESPECT and RESPONSIBILITY** for all by establishing good relations between the school, home and community. Pupils are taught respect for themselves, others and the environment. They are also taught to take full responsibility for their own choices and responsibility for themselves and their community.

We encourage **TRUTH** and honesty in all aspects of school life – relationships, work and the curriculum and learn to trust and accept others' individuality and uniqueness.

We develop **SPIRITUALITY and SERVICE** so that calm, quiet, reflective times which support deep thought are part of school life and beauty is appreciated. We promote a service culture that reflects our duty to support and show compassion to all members of the community and not just ourselves.



Children at the HEART

DESIGNATED SAFEGUARDING LEAD:	Trust: Karen Mackenzie Wickford CofE: Louise Johnson
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At The HEARTS Academy Trust we are committed to safeguarding children and young people and we expect everyone who works in our schools to share this commitment. Adults in our schools take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interests of the child.

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CHILD PROTECTION POLICY FOR ALL SCHOOLS WITHIN THE HEARTS ACADEMY TRUST

1. Introduction

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

(Keeping Children Safe in Education – DfE, 2018)

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

- Keeping Children Safe in Education (DfE, 2018) - including Annex B (The role of the Designated Safeguarding Lead)
- Anti-Bullying Policy and Behaviour Policy
- Staff Code of Conduct Policy
- Safer Recruitment Policy
- Restraint and force guidance
- Health and Safety Policy
- Educational Visits Policy
- Online safety Policy

Safeguarding and promoting the welfare of children 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

2. Statutory framework

Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) 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.

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

Our Trust works in accordance with the following legislation and guidance:

[Keeping Children Safe in Education \(DfE, 2018\)](#)

[Working Together \(HMG, 2018\)](#)

Education Act (2002)

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

[Counter-Terrorism and Security Act \(HMG, 2015\)](#)

[Serious Crime Act 2015](#) (Home Office, 2015)

Children and Social Work Act (2017)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

[Information sharing advice for safeguarding practitioners \(HMG, 2018\)](#)

[Data Protection Act \(2018\)](#)

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

[Searching, screening and confiscation](#) (DfE, 2018)

Children Act (1989)

Children Act (2004)

[Preventing and Tackling Bullying \(DfE, 2017\)](#)

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

[Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, 2018)

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

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

3. Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our schools with these specific responsibilities (the designated safeguarding leads and deputy designated safeguarding leads) are shown on the cover sheet of this document.

The Board of Trustees

The Board of Trustees ensure 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 Board of Trustees ensure there is a named designated safeguarding lead and deputy safeguarding lead in place for all schools.

The Board of Trustees ensure the schools contribute 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 Board of Trustees ensure 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.

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

The Board of Trustees, Local Advisory Boards, Trust Business Manager and school leadership teams 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.

The Designated Safeguarding Lead (and Deputy)

The designated safeguarding lead in schools 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 Essex Children's Social Care (Family Operations Hub) are made in accordance with current SET procedures. They work with the local authority and other agencies as required.

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

The Head of School

The Head of School works in accordance with the requirements upon all school staff. In addition, (s)he ensures that all safeguarding policies and procedures adopted by the Board of Trustees are followed by all staff.

All school staff

Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are 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) 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

upon them immediately and speak with the designated safeguarding lead (or deputy)- they do not assume that others have taken action.

4. Types of abuse / specific safeguarding issues

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

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

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

- **Physical-** A form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child
- **Emotional-** The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child although it may occur alone.
- **Sexual-** Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. These activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (Peer on peer abuse, see below)
- **Neglect-** The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment) protect a child from physical and emotional harm or danger: ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

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

Peer on peer abuse

Our schools may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our schools recognise 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 can include (but is not limited to) bullying (including cyber bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and 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. Our schools understand the different gender issues that can be prevalent when dealing with peer on peer abuse.

Children with special educational needs and disabilities

Our schools understand 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
- 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

Children missing from education (CME)

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our schools recognise that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police).

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

The Trust arrangements for the prevention of and response to CME is rigorous and is detailed in our Absence Policy. Specific arrangements relating to CME are detailed in Appendix C.

Child Sexual Exploitation (CSE)

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

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

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

Child criminal exploitation: county Lines

Child criminal exploitation is a geographically widespread form of harm which is a typical feature of county lines criminal activity (county lines is when drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban areas and seaside towns). Our school works with key partners locally to prevent and respond to child criminal exploitation.

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.

Female Genital Mutilation (FGM)

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

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

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.

Homelessness

Homelessness can pose a range of safeguarding concerns in particular for those who live in hostel accommodation. Many young people who have lived in hostels have been affected by peer pressure, bullying, exploitation of various kinds, increase in substance use and criminal behaviour. This can further compound the negative effects of previous life experiences and becoming homeless. Our staff are aware of the difficulties that may be experienced by children and their families who have become homeless and will work with our partners and share relevant information where there are concerns.

Private Fostering

Private fostering is when a child under the age of 16 (or 18 for a disabled young person) is cared for by an adult who does not have parental responsibility and is not a close family relative*. The arrangement has to be in place for more than 28 days. (*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). Children may be in private foster care for a range of reasons and our staff are aware that these children are vulnerable. Our schools have a duty to inform the local authority when we become aware that private fostering is in place and this will be done as soon as we are aware of the arrangement

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.

It 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 staff work in accordance with local procedures for PREVENT and with other agencies sharing information and concerns as appropriate.

5. Procedures

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

All staff members have a duty to identify and respond to suspected / actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the designated safeguarding lead (or, in their absence, the deputy designated safeguarding lead).

All action is taken in accordance with the following guidance;

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2018)
- [Essex Effective Support](#)
- Keeping Children Safe in Education (DfE, 2018)
- Working Together to Safeguard Children (DfE, 2018)
- 'Effective Support for Children and Families in Essex' (ESCB, 2017)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Any staff member or visitor to the school will refer any concerns to the designated safeguarding lead or deputy designated safeguarding lead. Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and / or the Police. Less urgent concerns or requests for support will be referred to the Children and Families Hub via the [Essex Effective Support](#) portal. Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to consult with

the Children and Families Hub and / or Essex Police for advice on when to share information with parents / carers.

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

If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer to Social Care where there is suspected or actual risk of harm to a child.

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

6. Training

The designated safeguarding leads (and deputies) undertake Level 3 child protection training at least every two years. The Head of School, all staff members and governance receive appropriate child protection training which is regularly updated and in line with advice from the Essex/Southend Safeguarding Children Board (ESCB). In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governance.

The schools ensure that the designated safeguarding leads (and deputies) also undertake training in inter-agency working and other matters as appropriate

7. Professional confidentiality

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

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

8. Records and information sharing

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

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and regularly reviewed; and our online school privacy notices accurately reflect our use of data for child protection purposes.

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

Any records related to child protection are kept in a child protection file (which is separate to the pupil file) in chronological order. 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 pupil transfers from our schools to another educational provision, 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, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school 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 the schools, we will request child protection records from the previous educational establishment (if none are received).

9. Interagency working

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

If a child is subject to a Child Protection or a Child in Need plan, the designated safeguarding lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the designated safeguarding lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the designated safeguarding lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

10. Allegations about members of the workforce

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook / Code of Conduct. The schools work in accordance with statutory guidance and the SET procedures (ESCB, 2018) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information on this.

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

Where the concern involves the Head of School, it should be reported direct to the Executive Headteacher. Where it concerns the Executive Headteacher, it should be reported direct to the CEO/EHT. Where it concerns the CEO/EHT it should be reported direct to the Chair of Trustees.

SET procedures (ESCB, 2018) require that, where an allegation against a member of staff is received, the Head of School, senior named person or the Chair of LAB must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day. However, wherever possible, contact with the LADO should be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school does not carry out any investigation before speaking to the LADO.

11. Promoting positive mental health and resilience in school

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

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

12. Use of reasonable force

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use

reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. Our school works in accordance with statutory and local guidance on the use of reasonable force (*see section 2*) and recognises that where intervention is required, it should always be considered in a safeguarding context.

13. Whistleblowing

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

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

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

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

Appendix A: Children and Families Hub flow chart

Children and Families Hub Partner Access Map

(Mon-Thurs 8.45-5.30pm Fri 8.45-4.30pm) Out of Hours Tel no: 0345 606 1212

Information Advice and Guidance
to support a Family
(Level 2 & 3*)

* These levels are explained in more detail in
the ['Effective Support for Children and
Families in Essex'](#) document

You can now submit a Request for Service
via the online portal at

www.essexeffectivesupport.org.uk

Unless there is immediate risk of significant
harm, the family should be consulted by the
referrer and informed of the referral.

Call
0345 603 7627

You will be put through to ECC Customer
Services who will answer the initial call

Safeguarding Concerns about a child
(Level 4*)

Specifically ask for the Children and
Families Hub and state if it is:

For a Consultation (level 2,3,4)
A Priority(level 4)

An adviser will listen to and respond to your
concerns and will signpost support depending on
the level of need identified.
This may include:

CONSULTATION LINE

A Social Worker will give consultation
about the safeguarding concern and
identify actions the caller may need to
make. This will not be recorded on our
system.

PRIORITY LINE

Priority should only be considered if an
immediate response needs to be made
for safeguarding reasons

Give Information, Advice and Guidance of
services in your area that will meet the family's
level of need (Levels 2/3)

Considering Family Solutions by completing a
Request for Support Form

All Request for Support Forms need to be completed
with the consenting family.

Considering Social Care

Where there is significant risk of harm to a child
and an immediate response is necessary the Hub
will contact the Assessment and Intervention
Team.

Where an immediate response is not necessary a
request for services will need to be completed.

Appendix B: HEARTS Academy Trust

As a Trust we are committed to safeguarding all children and we aim to create a culture of vigilance. We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse.

Our schools therefore will:

- Establish and maintain an environment where pupils feel safe and secure, are encouraged to talk and are listened to.
- Ensure that pupils know that there are adults within the school they can approach if they are worried or are in difficulty.
- Ensure pupils receive the right help at the right time to address risks and prevent issues escalating.
- Include in the curriculum activities and opportunities which equip pupils with the skills they need to recognise when they are at risk from abuse and how to get help when they need it. We will help them to develop healthy and safe relationships as well as support their own evaluation of risk to themselves.
- Include in the curriculum material which will help pupils 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 including prevention from radical and extreme views.
- 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.
- Recognise that children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms.
- 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.
- Ensure staff are aware of the increasing issue of county lines, and the impact this has on families.
- Hold termly meetings for all DSLs in the Trust to explore ways to improve processes, ensure consistency and provide robust safeguarding systems.

Our schools will support pupils through:

- The curriculum to encourage our pupils to stay safe, 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 agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
- Regular liaison with other professionals and agencies who support the pupils and their families.
- A commitment to develop open and honest and supportive relationships with parents, 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 disabilities are most vulnerable to abuse so 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 may also be vulnerable and in need of support or protection.
- Special provision in The Atrium.
- Ensure that partners meet their statutory duties in relation to children returning from missing episodes where child sexual exploitation is a potential or known risk factor.
- Evaluate the impact of training with a focus on how it makes a positive difference to keeping children and young people safer.
- Keep child in need/LAC plans under robust review to ensure that children are not left vulnerable when circumstances change.
- Ensure that multi agency interviews are arranged when children return after missing episodes.
- Update staff on risk factors related to FGM regularly and ensure that any long period of absence request is referred to the EHT, particularly for pupils of African/Asian/middle Eastern origin.
- Overnight and residential stays are subject to GB approval of risk assessments.

The Designated Safeguarding Lead in schools has responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They must 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 should be a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Essex Children's Social Care are made in accordance with current SET procedures. If for any reason the Designated Safeguarding Lead is unavailable, the Deputy Designated Safeguarding Lead will act in their absence.

If a child transfers into the school mid-year, the Head of School will speak to the current school's safeguarding lead prior to the pupil arriving and discuss any on-going concerns or safeguarding issues.

Records of conversations with children and parents should be kept with times and dates. Pupils for whom English is not their first language or who have communication difficulties should be aided in their communication by an interpreter and/or a specialist adult who knows the child well. Members of the family should never be used to translate in these cases.

Our schools may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children.

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

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

By telephoning **0345 603 7627 (Essex)** and asking specifically for the Children and Families Hub, you will speak to a Family Adviser who will discuss with you and help identify the right services that will help to meet the family's needs. You can also email your query to FOH@essex.gcsx.gov.uk

To make a referral to Southend Borough Council Children's Social care:

Telephone 01702 215007 or 01702 534539 (Mon-Thurs: 9am-5.30pm and Friday 9am-4.30pm) or
Emergency Duty Team all other times on 0845 6061212

Essex Duty LADO number: 03330 139 797

Useful links

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/>
<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>
<http://www.peterboroughlscb.org.uk/children-board/professionals/procedures/supporting-children-and-young-people-vulnerable-to-violent-extremism/>
<https://www.ceop.police.uk/>
<https://www.internetmatters.org/issues/cyberbullying/>
<https://essexprimaryheads.co.uk/info-and-documents/safeguarding/>
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626770/6_3505_HO_Child_exploitation_FINAL_web_2_.pdf

The HEARTS Trust response to Children Missing in Education that is implemented in all our schools.

If a child is absent from school the parent/carers must follow the following procedures:

- Contact the school on the first day of absence before *9am*. The school has an answer phone available to leave a message if nobody is available to take your call, or call into school personally and speak to the office staff. If we do not hear from you we will make a home visit and, if necessary, contact the police or social care.
- Contact the school on every further day of absence, again before *9am*
- Ensure that your child returns to school as soon as possible

If your child is absent we will:

- Telephone, text or visit you on the first day of absence if we have not heard from you
- Make a home visit to ascertain the safety of the child if we have concerns for their welfare
- Contact the police at the end of the first day's absence if we do not know of your child's whereabouts
- Write to you if your child's attendance is below 95%
- Invite you in to school to discuss the situation with our pastoral/attendance worker or Head of School if absences persist
- Refer the matter to the Local Authority to request a formal School Attendance Meeting if attendance deteriorates following the above actions

The Missing Education and Child Employment Service

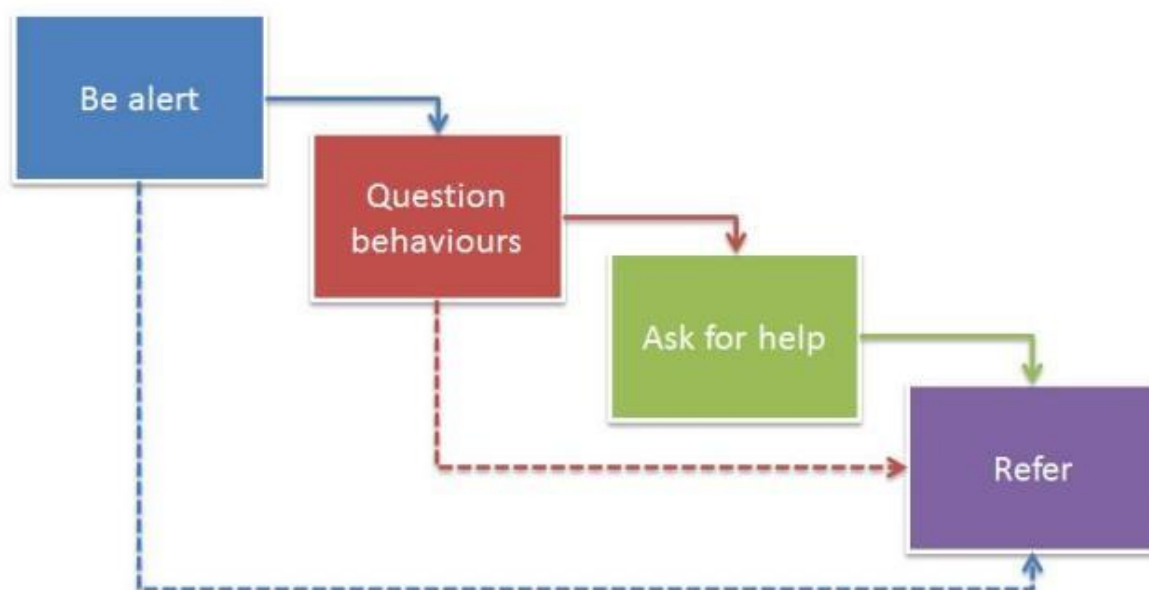
Parents are expected to contact school at an early stage and to work with the staff in resolving any problems together. This is nearly always successful. If difficulties cannot be sorted out in this way, the school may refer the child to the Local Authority. Local Authority Officers work with schools, families and other professionals to reduce persistent absence and improve overall attendance. If attendance does not improve, legal action may be taken in the form of a Penalty Notice (see Annex A for the Essex Code of Conduct), prosecution in the Magistrates Court or the application of an Education Supervision Order, designed to strengthen parental responsibilities and ensure improved attendance.

Appendix D



What To Do If You're Worried A Child Is Being Abused

Guidance for Practitioners



*Taken from 'What to do if you're worried a child is being abused' (HM Govt 2015)

Our Designated Person for Safeguarding Children is:

To Make a Referral to Southend Borough Council Children's Social Care

Telephone: First Contact on 01702 215007 or 01702 534539 (Mon-Thurs: 9am-5.30pm and Friday: 9am-4.30pm) or

Emergency Duty Team all other times on **0845 6061212**

Appendix E

Transfer of Child Protection Records

Keeping Children Safe in Education' (DfE, 2018), Annex B, sets out that transfer of the child protection file falls under the role of the Designated Lead. It states:

'Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as DSLs and SENCOs are aware as required.

In addition to the Child Protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school in advance of the child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives '

There is a joint responsibility when a child starts at a new educational setting to ensure the receiving setting has all existing child protection records. When a setting admits a new pupil, they must always check with the previous one whether there are any child protection records to transfer. However, it is also the responsibility of the original school to ensure any records are transferred to the new school.

Where a child moves to another educational setting, any records of child protection / welfare concerns should be copied and the originals sent to the receiving school as soon as possible (separately to the pupil file). The Designated Safeguarding Lead from the previous school should make telephone contact with their counterpart in the receiving school to discuss the case, share important information and agree a means of transfer of the records as soon as is practicable.

Where child protection files are sent by post, it should be by secure recorded delivery to a named individual. The receiving school should receive a telephone call in advance to notify them that a child protection file(s) is being sent. The envelope should be marked as 'Strictly Confidential' and for the attention of the named Designated Safeguarding Lead only. A record of transfer form should be included with the file and the receiving school should be asked to sign the form and return it to the sending school to confirm they have received the file.

Whenever a file is transferred, schools should retain evidence of the transfer of the record and request confirmation of receipt of the file (Appendix F). Once evidence of receipt at the new setting has been received, any copies of the paperwork held at the previous setting should be destroyed

FILE TRANSFER RECORD AND RECEIPT

PART 1: To be completed by sending / transferring school or educational setting

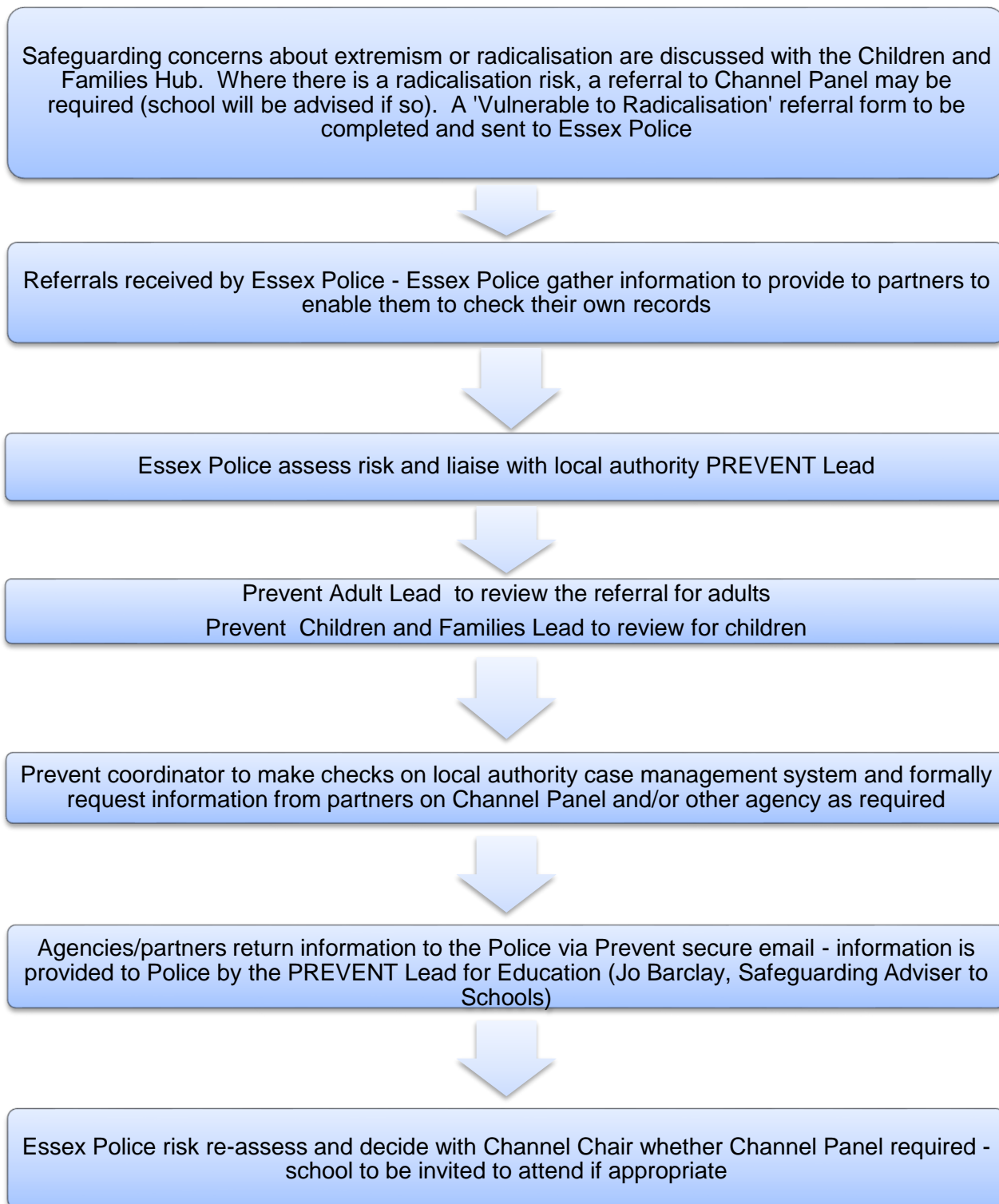
NAME OF CHILD:	
DOB:	
NAME OF SCHOOL SENDING CP FILE:	
ADDRESS OF SCHOOL SENDING CP FILE:	
METHOD OF DELIVERY:	BY HAND SECURE POST ELECTRONICALLY
DATE FILE SENT:	
NAME OF DSL TRANSFERRING FILE:	
NAME OF PERSON TRANFERRING TO:	
SIGNATURE:	

PART 2: To be completed by receiving school or educational setting

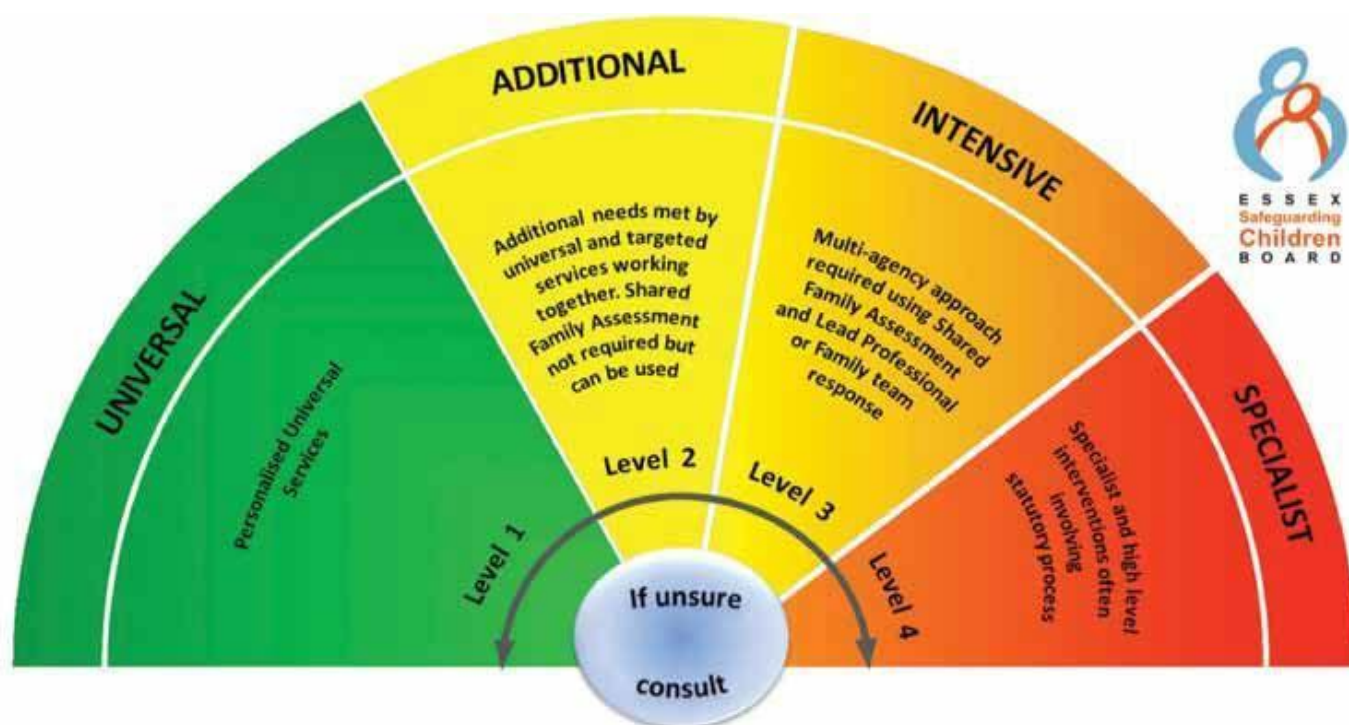
NAME OF SCHOOL RECEIVING FILE:	
ADDRESS OF SCHOOL RECEIVING FILE:	
DATE RECEIVED:	
NAME OF PERSON RECEIVING FILE:	
DATE CONFIRMATION OF RECEIPT SENT:	
SIGNATURE:	

Receiving school / educational setting: Please complete Part 2 and return this form to the Designated Safeguarding Lead listed in Part 1 above. You are advised to keep a copy for your own reference.

Appendix G – PREVENT referral flowchart



Appendix H: 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 I: Use of cameras and mobile phones/devices including in EYFS

Policy for the use of cameras and mobile phones/devices including in EYFS at Wickford Church of England School and Little Teds Pre-school

- Personal mobile phones, cameras and video recording equipment cannot be used when in the presence of children on school and Little Teds Pre-School premises.
- All mobile phones must be stored securely out of reach within the setting during contact time with children. (This includes staff, visitors, parents, volunteers and students).
- No parent is permitted to use their mobile phone or use its camera facility whilst inside school buildings when children are present. Instructions about this will be given out at the start of school events with reminders as necessary. Schools will aim to share photos of school activities via Class DOJO, Tapestry etc.
- Mobile phones must not be used in any teaching area within the setting
- Visitors to the school who are not employees of The HEARTS Academy Trust will hand their phones in to the school office on arrival if visiting while children are in the building
- Any urgent phone calls or messages for staff must be directed to the office who will notify staff immediately. It is the responsibility of all staff to make families aware of the school telephone numbers.
- Adults who need to use their mobile telephone to make or receive an urgent call during working hours should obtain prior authorisation from their line manager to do so.
- Personal calls may be made in non-contact time but not within teaching areas.
- Personal mobiles, cameras or video recorders should not be used to record classroom activities. School equipment only should be used.
- Photographs and recordings can only be transferred to and stored on a school computer/iPad or laptop before printing.
- All telephone contact with Parents/Carers should be made on the school telephone.
- During group outings, staff may carry their own phones in bags but they should only be used in emergencies.

See also the HEARTS Code of Conduct

June 2019