



POLICY DOCUMENT FRONTPAGE

Child Protection and Safeguarding Policy

CURRENT POLICY

APPROVED BY ALEC HUNTER LOCAL GOVERNING BODY

**THIS POLICY IS REGULARLY REVIEWED
FOLLOWING RECOMMENDED GUIDELINES**



CHILD PROTECTION AND SAFEGUARDING POLICY

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INDEX

Page Number	Heading
2	Introduction
3	Statutory Framework
3 -4	Roles and Responsibilities
4	The Governing Body Designated Safeguarding Lead (and Deputy) Headteacher
5	School Staff Student Counsellors Procedures
6 – 13	Types of Abuse/Specific Safeguarding Issues
13-14	Training
14 – 15	Professional Confidentiality Records and Information Safeguarding DBS & Foreign Exchange Host Families Use of reasonable Force Interagency Working Allegations about Members of the Workforce
16	Whistleblowing
17	Appendix A – CPOMS Referral Process
18	Appendix B – Visiting Speakers Guidance
19	Appendix C – Prevent Flow Chart
20	Appendix D – Essex CSE Arrangements
21	Appendix E – Essex Windscreen
22 - 23	Appendix F – Allegations May Meet the Harms Threshold Concerns That Do Not Meet the Harms Threshold Definitions of Low Level Concerns Sharing Low Level Concerns
24	Appendix G – Types of Abuse

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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, 2025*).

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. It should be read in conjunction with the Recruitment Policy, Staff Code of Conduct Policy, Use of Reasonable Force (DfE guidance July 2023), Anti-Bullying Policy, Behaviour for Learning Policy, Health & Safety Policy, ICT Acceptable Use Policy. It should also be read in conjunction with Keeping Children Safe in Education (*DfE2025*). 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.

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment; whether that is within or outside the home, including online
- Preventing impairment of children’s mental and physical 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

Child protection: refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix B explains the different types of abuse.

Neglect is a form of abuse and is 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 mental or physical health or development. Appendix B defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer generated images.

Children includes everyone under the age of 18.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected

to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what’s appropriate and which terms to use on a case-by case basis.

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 students of the school.

There is Government guidance set out in Working Together to Safeguard Children (2025) 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 HNS Integrated Care Board covering the county. The development of appropriate procedures and the monitoring of all good practice in Essex are the responsibilities of the Essex Safeguarding Children Board (ESCB). In Essex, all professionals must work in accordance with the SET Procedures (ESCB 2025).

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

Children Act 1989 and 2004 amendment
Keeping Children Safe in Education 2025(5)
Working together to Safeguard Children (DfE 2023)
Working Together to Improve Attendance (DfE 2024)
Effective Support for Children and Families in Essex (ESCB, 2021)
Counter-Terrorism and Security Act (HMG, 2015)
Serious Crime Act 2015 (Home Office, 2015)
Sexual Offences Act (2003)
Education (Pupil Registration) Regulations 2006
Information sharing (DfE 2024)
Data Protection Act 2018
What to do if you're worried a child is being abused (HMG, 2015)
Searching, screening and confiscation (DfE, 2022)
Children Missing Education (DfE 2016)
Preventing and Tackling Bullying (DfE 2017)
Children and Social Work Act (2017)
Female Genital Mutilation Act 2003 Serious Crime Act 2015
Statutory guidance on FGM 2020
Safeguarding Vulnerable Groups Act (2006)
The Public Sector Equality Duty (PSED)
The Equality Act (2010)
The Human Rights Act (1998)
Promoting positive emotional wellbeing and reducing the risk of suicide (ESCB 2018)
Preventing youth violence and gang involvement (Home Office 2015)
Criminal exploitation of children and vulnerable adults (2018)
Teaching online safety in schools (2023)
Keeping pupils and Staff Safe (ESCB 2018)
Sexual Violence and harassment between children in schools and colleges (DfE 2021)
Education Compliance: Policy and Practice in respect of Elective Home Education 2020
ECC Education Compliance: Policy and Practice Guidance in Respect of Children Missing in Education (CME) 2020
The role of the Education Access – Children Missing Education and Elective Home Education Team (ECC 2023)
Meeting digital and technology standards in school and colleges (DfE 2025)

3. Roles and Responsibilities

Safeguarding and child protection is everyone's responsibility. 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. The school, and all staff, play a crucial role in preventative education. This is in context of our school's approach for preparing students for life in Modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, and sexual violence/harassment. There are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead) are shown on page 1 of this document. However, we are clear that safeguarding is everyone's responsibility and that everyone who comes into contact with children, has a responsibility to keep children safe.

The Governing Body

The Governing Body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the Child Protection Policy reflects statutory and local guidance and is reviewed at least annually.

The Governor for Safeguarding is named on page 1 of this document. This Governor takes leadership responsibility for Safeguarding arrangements in our school. The Governing Body ensures there is a name Designated Safeguarding Lead and Deputy Safeguarding Lead in place.

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

The Governing Body 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 Governing Body -ensures that the DSL understands the filtering and monitoring systems in place and reviews their effectiveness. This includes, making sure the Leadership Team and staff are aware of the provisions in place and that they understand their roles and responsibilities around filtering and monitoring and reviewing with IT staff to evaluate and support the Academy to meet statutory standards.

The Governing Body ensures that children are taught about safeguarding, including online, ensuring that appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum including Relationship and Sex Education and Health Education in accordance with government regulations.

The Governing Body and School Leadership Team will be responsible for ensuring the school follows recruitment procedures to help deter, reject or identify people who might abuse children. The school adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the Trust's "Safer Recruitment" policy) for further information. It ensures that volunteers are appropriately supervised in school.

The Designated Safeguarding Lead (and Deputy)

The DSL is a member of the Senior Leadership Team. The DSL takes responsibility for managing child protection referrals and wider safeguarding in the school. This includes having a good understanding of how to identify harmful sexual behaviour, delivering safeguarding training, updating staff online safety and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

The Headteacher

The Headteacher works in accordance with the requirements upon all school staff. In addition, they ensure that all safeguarding policies and procedures adopted by the 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. All staff members are prepared to identify children who may benefit from early help and understand;

- The importance of reassuring victims that they are being taken seriously and they will be supported and kept safe.
- That children can be at risk of harm inside and outside of their home, at school and online, and children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children.

This includes identifying other emerging problems (as set out in Section 5 of this policy) 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.

Our staff understand that children may not always feel able to 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.

Student Counsellor(s)

The Student Counsellor(s) will ensure that:

All personal records of what clients said, that are maintained and kept by the counsellor(s) WILL remain confidential and NOT BE automatically or routinely DISCLOSED to teachers or other agencies.

Should disclosure be required by outside agencies this should only be done either:

- When a client gives signed consent for this to be done OR
- When a Court Order is served ordering them to be produced

Any Child Protection concerns will automatically be passed on to the Designated Safeguarding Lead through the process outlined in this document.

4. Procedures

All action is taken in accordance with the following guidance:

- Essex Safeguarding Children Board guidelines – SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB 2025) SET procedures
- Keeping Children Safe in Education (DfE 2025)
- Working Together to Safeguard Children (DfE 2023)
- “Effective Support for Children and Families in Essex” (ESCB 2021)
- Prevent Duty Guidance – 2023
- Prevent Duty Departmental Guidance for Schools 2023

When new staff, volunteers or regular visitors join our schools they are informed of the safeguarding arrangements in place and the name of the Designated Safeguarding Lead (and Deputy) and how to share concerns with them.

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 CPOMS. Staff may not receive a disclosure due to the child not feeling ready or know how to talk about the abuse, the child not recognising their experiences as harmful, the child may feel humiliated, embarrassed or threatened due to vulnerability, disability or sexual orientation or language barriers. Staff will still maintain a “professional curiosity” and speak to the DSL if they have concerns about a child. If the child is in imminent danger, the incident should not only be reported on CPOMS but staff should verbally update the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

In the absence of either of the above the concern should be reported to the Executive Assistant to the Leadership Group right away. The information will then be shared with the Safeguarding Team. Please see Appendix (A). If CPOMS is unavailable for a report to be completed, then our secondary process should be followed. This is completed by referring the concern via a pink slip, located in the main office, documenting a record of concern. The pink slip should be filled in and given to the Executive Assistant to the Leadership Group who will pass it on to the appropriate member of staff.

The Designated Safeguarding Lead, or Deputy, will immediately refer cases of suspected abuse or allegations to the Children and Families Hub by telephone and in accordance with the process outlined in the SET procedures (ESCB 2025) and in "Effective Support for Children and Families in Essex" (ESCB 2021). Less urgent concerns or requests for support will be referred to the Children and Family Hub via Essex County Council.

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. Wherever possible, we will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with the parents or carers unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions, advice will be taken from the Children and Families Hub and/or Essex Police.

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 reconsideration of the case with the Designated Safeguarding Lead.

Safeguarding contact details are displayed in the school to ensure that all staff have unfettered access to safeguarding support.

5. Types of Abuse/Specific Safeguarding Issues

Keeping Children Safe in Education (DfE2025) 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children."* The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

(See Appendix G)

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 the 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 in education and sending nude or partially nude images to put children in danger.

Our staff will always reassure children who report abuse, that they will be taken seriously and they will be supported and kept safe. We will never make a child feel ashamed for reporting abuse, not make them feel that they are causing a problem.

Contextual safeguarding and risk in the community

We understand that safeguarding incidents and behaviours can be associated with factors outside our school. All staff are aware of contextual safeguarding and we are therefore mindful of whether wider environmental factors present in a child's life are a threat to their safety and / or welfare. We always consider relevant information when assessing any risk to a child and will share it with other agencies when appropriate to support better understanding of a child and their family. This is to ensure that our children and families receive the right help at the right time to help keep the child safe..

As part of our safeguarding arrangements and our work with safeguarding partners, our school has signed up to Operation Encompass. Operation Encompass is a national initiative which aims to provide support to children who have experienced domestic abuse. It means the Police inform us if they have attended an incident of domestic abuse which involves a child on our roll, so that appropriate support can be put in place. Any information in relation to this will be held on the child's child protection file, as with any other safeguarding information.

Child-on-Child Abuse & Sexual Violence/Harassment & Harmful Sexualised Behaviours

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their `s and any incidents of child-on-child abuse will follow the procedures set in our Anti Bullying Policy and Behaviour Policy but this Safeguarding Policy will apply to any allegations that raise safeguarding concerns.

We understand that children's sexual behaviours exist on a continuum, ranging from age appropriate/developmental to inappropriate/problematic/abusive. We also understand that harmful sexual behaviour and child-on-child abuse can occur between children of any age and gender, either in person or online. We recognise that children who display harmful sexual behaviour may have experienced their own abuse and trauma, and we will support them accordingly. We seek to teach our pupils about healthy and respectful relationships, boundaries and consent, equality, the law and how to keep themselves safe (on and offline).

The DSL will be confident in identifying local specialist support to all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident in how to access this support. Responses to sexual violence and sexual harassment will be discussed with Police and social care to develop school's policies. All children must have an "appropriate adult" to support and help them in the case of a police investigation or search.

Our school recognises that even though child-on-child abuse may not be reported, staff will remain vigilant that it could happen here, and all members of our school community are clear there is a zero tolerance approach to inappropriate or abusive behaviour. To create a culture where child-on-child abuse is not normalised or allow a culture where it is tolerated, our school is clear that we all have a responsibility to challenge any form of derogatory, prejudicial or sexualised language or inappropriate behaviour and educate the student about the inappropriate behaviour. Our school understands the barriers which may prevent a child from reporting abuse and will work actively to remove these, so a child will confidently report abuse to a member of staff. Staff have been trained in how to recognise indicators and signs of child-on-child abuse and respond to reports. We will never make a child feel ashamed for reporting abuse, nor that they are creating a problem by doing so.

It may be considered a safeguarding matter if the allegation is around:

- Physical abuse
- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol
- Emotional abuse
- Blackmail or extortion
- Threats and intimidation
- Sexual abuse
- Upskirting
- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sending nudes/partial nudes

- Encouraging other students to take part in inappropriate sexual acts
- Photographing or videoing other children performing indecent acts
- Sending nude/partially nude images
- Bullying, including racist, homophobic, transphobic, sexist, sexual and cyber
- Use of prejudicial comments
- Gender-related issues
- Sexual violence / sexual harassment
- Gang initiation/hazing type rituals
- Abuse in intimate relationships between children
- Radicalisation
- Child Criminal Exploitation including County Lines
- Child Sexual Exploitation
- Living with a substance abusing person
- Relative in prison
- So-called honour-based violence
- Young carers
- Children returning home to family from care
- Privately fostered
- Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content. 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 school understands the different gender issues that can be prevalent when dealing with child-on-child abuse.

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this:

- All staff will be aware that students are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.
- Ensure staff reassure victims that they are being taken seriously.
- The school is aware that child-on-child abuse can be manifested in many different ways including bullying (including cyberbullying), online abuse, gender-based abuse, sending partially or fully nude images or sexually harmful behaviour and students being subjected to hazing/initiation types of violence, which aims to cause physical, emotional or psychological harm.
- In order to prevent child-on-child abuse, the school will educate students about abuse, its forms about appropriate behaviour and consent, the importance of discussing any concerns and respecting other through the curriculum, assemblies, RSE Policy and Learning for Life lessons.
- The school will also ensure that students are taught about protected characteristics, safeguarding including risk taking behaviours, online safety including how to spot signs and remain safe, as part of a broad and balanced curriculum in Learning for Life lessons, Computer Science lessons and Skills Days.
- The school will provide a safe space for pupils who have protected characteristics to share views.
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners.
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed.
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- All allegations of abuse made against other students and the disciplinary action necessary will be dealt with in accordance with the procedures outlined in the school's Anti Bullying Policy and Behaviour for

Learning Policy. Disciplinary action can be taken while other investigations are going on e.g. by the Police. The fact that another body is investigating or has investigated an incident does not (in itself) prevent our school for coming to its own conclusion about what happened and imposing a sanction accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the Police and/or LA children’s social care to determine this. ○ There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing.
- The DSL or Deputy DSL will be informed when there is “reasonable cause to suspect that a child is suffering or is likely to suffer, significant harm. They will then decide what course of action is necessary, with the best interests of the student in mind at all times.
- If appropriate, a referral may be made to Children’s Social Services and, depending on the nature of the incident, the Police.
- The DSL/Deputy DSL will decide which safeguards, if any, are necessary for the student(s) e.g. counselling support or immediate protection.
- In all cases, parents/carers will be informed of the incident and how it is being managed, unless doing so would put the student at further risk of harm.
- The school will consider the impact of transport to and from school on a victim and/or perpetrator when child-on-child abuse have been disclosed.

The school has a clear Anti Bullying Policy for dealing with incidents of bullying that is based on the philosophy that the school is a place of learning and that students need to learn about the impact of bullying on each other. Our Anti Bullying Policy contains further details.

Serious Violence

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

Child Sexual Exploitation (CSE)

CSE is a form of abuse where children are sexually exploited for money, power or status. 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. Indicators of sexual exploitation can include a child.

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

The Designated Safeguarding Lead is the named CSE Lead in school on these issues and will work with other agencies as appropriate.

Child Criminal Exploitation

Child Criminal Exploitation is a geographically widespread form of harm which is a typical feature of County Lines and criminal activity. Our school works with key partners locally and responds to child criminal exploitation concerns.

Children potentially at risk of greater harm with Special Educational Needs and Disabilities

Our school understand 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 those requiring mental health support. We work with Social Care and other 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.

Children with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges and are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation 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.
- Communication difficulties in overcoming these barriers.
- May be more prone to peer group isolation than others.

Children with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs, or communication barriers and difficulties overcoming these barriers. As a school we will support students through the safeguarding process by making use of Student Development Centre and advocacy services that exist nationally and locally if required. Abuse involving pupils with SEND will require close liaison with the DSL or (DDSL) and the SENCO.

Mental Health

We recognise that we play a part in developing emotional wellbeing and resilience in all our pupils and staff, as well as providing specific support for those with these additional needs. We understand that the risk factors which increase someone's vulnerability can be counterbalanced with supportive interventions and protective factors promoting resilience.

Our staff are aware that mental health problems can, in some cases, be an indicator that a child had 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 follow our procedures to best support the child.

Positive mental health is the concern of the whole community and we recognise that schools play 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 help to counterbalance and promote further growth of resilience.

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

All staff concerned with the mental health and wellbeing of a student should follow the school's procedure for reporting a concern. The DSL/DDSL will liaise with the Student Support Team to identify what support to provide the child. Early intervention support will be assessed individually to offer a personalised response. Parents will be contacted and various forms of support may be used such as Form Tutor check in, mentoring, in-school Therapeutic Interventions or referral to outside agencies. Staff understand that they are not trained professionals to give a diagnosis but can guide the child and family to more appropriate support. There will be

close liaison between the HoY, SSL and DSL to allow continual monitoring of those students struggling with their emotional wellbeing.

If any member of staff feels that the student is in immediate danger of harm then the normal child protection procedures should be followed. If a student has seriously self-harmed then staff should alert out Medical Officer immediately in order for appropriate first aid to be given. The Medical Officer will refer the incident to the Safeguarding Lead using CPOMS.

Promoting positive mental health and resilience in school

Positive mental health is a concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop the emotional wellbeing and resilience of all 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 resilience. Parents should share any concerns about the wellbeing of their child with school, so that 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 present 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.

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;

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;

Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

To address the risks above, our school utilises Impero for classroom management, filtering the internet connection to ensure it is safe and appropriate. Staff will receive online training, including an understanding of the expectations, roles and responsibilities for staff around filtering, monitoring and reporting concerns.

Our school also seeks to educate and reinforce the importance of online safety when communicating with parents and help keep children themselves safe online in a range of ways through the curriculum, assemblies and tutor time reflection. This provides valuable time to cover areas such as upskilling their ability to identify and report online risks, helping students understand the importance of keeping personal information private and recognising fake news. Our school seeks to develop parental skills by providing key updates on online safety and encouraging a community approach to keeping children safe online.

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access
. Staff, pupils and parents/carers

may be familiar with generative chatbots such as ChatGPT and Google Gemini.

Alec Hunter recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of misinformation or 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Our school will treat any use of AI to access harmful content or bully pupils in line with this policy and our Anti Bullying and Behaviour For Learning policy. Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education 2025.

Children Absent In Education

All children, regardless of their age, ability aptitude and any special educational needs they may have, are entitled to a full-time education. We recognise that good attendance begins with our school being somewhere our children want to be, and also that some children find it harder to attend school for a range of reasons. We will always try to understand underlying reasons for absence and will work collaboratively with other partners to support children to attend school and to ensure that they receive the right help at the right time. 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. We will follow our procedure for unauthorised absence for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including criminal or sexual exploitation and to help reduce the risks of going missing in the future. Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as FGM and forced marriage.

Our school will inform the local authority of any student who fails to attend school regularly or has been absent without school permission for a continuous period of 10 days or more. 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 (Attendance Compliance Team, Social Care or Police). Further guidance is contained in our school Attendance Policy.

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. If staff receive a disclosure about FGM, staff will seek advice from the DSL or DDSL. The member of staff receiving the disclosure will report to the Police, following statutory guidance.

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 any 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 existing local safeguarding procedures.

Forced Marriage

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

Domestic Abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and DDSL will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures). Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

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 students 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 understand how to identify those who may benefit from this support and how to make a referral. Our school works in accordance with local procedures for **PREVENT** and with other agencies, sharing information and concerns as appropriate. Where we have concerns about extremism or radicalisation, we will seek advice from appropriate agencies and, if necessary, refer to the Police, Social Care and/or the Channel Panel.

6. Training

The Designated Safeguarding Lead (and Deputy) undertake Level 3 child protection training at least every two years. The Headteacher, all staff members and 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 any child protection training undertaken are kept for all staff and Governors. Regular fortnightly meetings with the safeguarding team provide an opportunity to discuss and reflect on current practice within the school setting.

The school ensures that the Designated Safeguarding Lead (and Deputy) also undertake training in interagency working and other matters as appropriate.

Governors

All Governors receive training about safeguarding and child protection(including online safety) at least annually, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge.
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding.

- In addition as the Chair of Governors may be required to act as the “case manager” in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose.

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 a student and will not agree with the student to keep a secret as, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by the appropriate authorities.

The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to the local authority children’s social care.
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the Police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the Police remains.

All staff members are informed of relevant information in respect of individual cases regarding child protection on a “need to know basis” and only where it is in the child’s best interests to do so. Staff will do all they reasonably can to protect the anonymity of any children involved in a report of sexual violence or sexual assault. Staff will consider the potential impact of social media in facilitating the spreading of rumours and exposing victims’ identities. Any information shared with a member of staff in this way is treated confidentially.

8. Records and Information Sharing

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 2013 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, 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.

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

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will make an accurate record on CPOMS following Appendix (A).

Any records related to child protection are kept in a child protection file (which is separate to the student file) in chronological order. All child protection records are stored securely and confidentially and will be retained for 25 years after the student’s date of birth, or until they transfer to another school/educational setting.

In line with statutory guidance, if a student transfers from our school to another educational provision, their child protection records will be forwarded to the new educational setting.

If a paper file is transferred, it 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. If electronic transfer, the file will be sent securely to the requesting Designated Safeguarding Lead and evidence will be obtained that the file has been received.

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

9. DBS and Foreign Exchange Host Families

Currently our school does not host these type of trips. With reference to carrying out DBS checks for UK host families and foreign host families, the new guidance states that schools and colleges “should” request a DBS certificate (with barred list option checked). As a school we will take reasonable steps to satisfy our organisation that we are minimising the risk of harm and we will be able to justify the decisions made.

10. Use of Reasonable Force

The term reasonable force covers a broad range of actions used by staff that involves a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. Reasonable means using no more force than is needed. Our school works in accordance with statutory and local guidance on the use of reasonable force and recognises that where intervention is required, it should always be considered in a safeguarding context. (DfE guidance July 2013) and Keeping Pupils and Staff Safe (ESCB 2018).

11. Interagency Working

It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented at that a report is submitted to, any child protection conference call 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 wellbeing, 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 the 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.

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 Code of Conduct.

The school works in accordance with statutory guidance and the SET procedures (ESCB,2023) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information on this.

The school has processes in place for reporting any concerns about a member of staff (or any adult working with children, see Appendix F for definitions of concern thresholds). Any concerns about the conduct of a member of staff will be referred to the Headteacher (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, though the Headteacher may wish to collaborate with the DSL on this. In some cases, it might not be clear whether an incident constitutes an allegation. If this is the case, it will be necessary for the school to explore the concerns to establish some facts – this initial fact-finding is not an investigation, it is to clarify information and to direct our response to the concern raised. Staffing matters are confidential and the school must operate within statutory guidance around Data Protection.

Where the concern involves the Headteacher, it should be reported direct to the Chair of Governors (contact details at the start of this policy).

SET procedures (ESCB,2025) require that, where an allegation against a member of staff is received , the senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children’s Workforce Allegations Management Team on **03330 139 797** within one working day. However, wherever possible, contact with the LADO 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 students, parents and HR. Our LADO is Michelle De Kock, and she advises the school on any incidents and allegations, confirming whether or not it is appropriate for the school to conduct the investigation, taking account of the circumstances. The school does not carry out any investigation before speaking to the LADO.

If an allegation is received relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as we would with other safeguarding allegations.

13. Whistleblowing

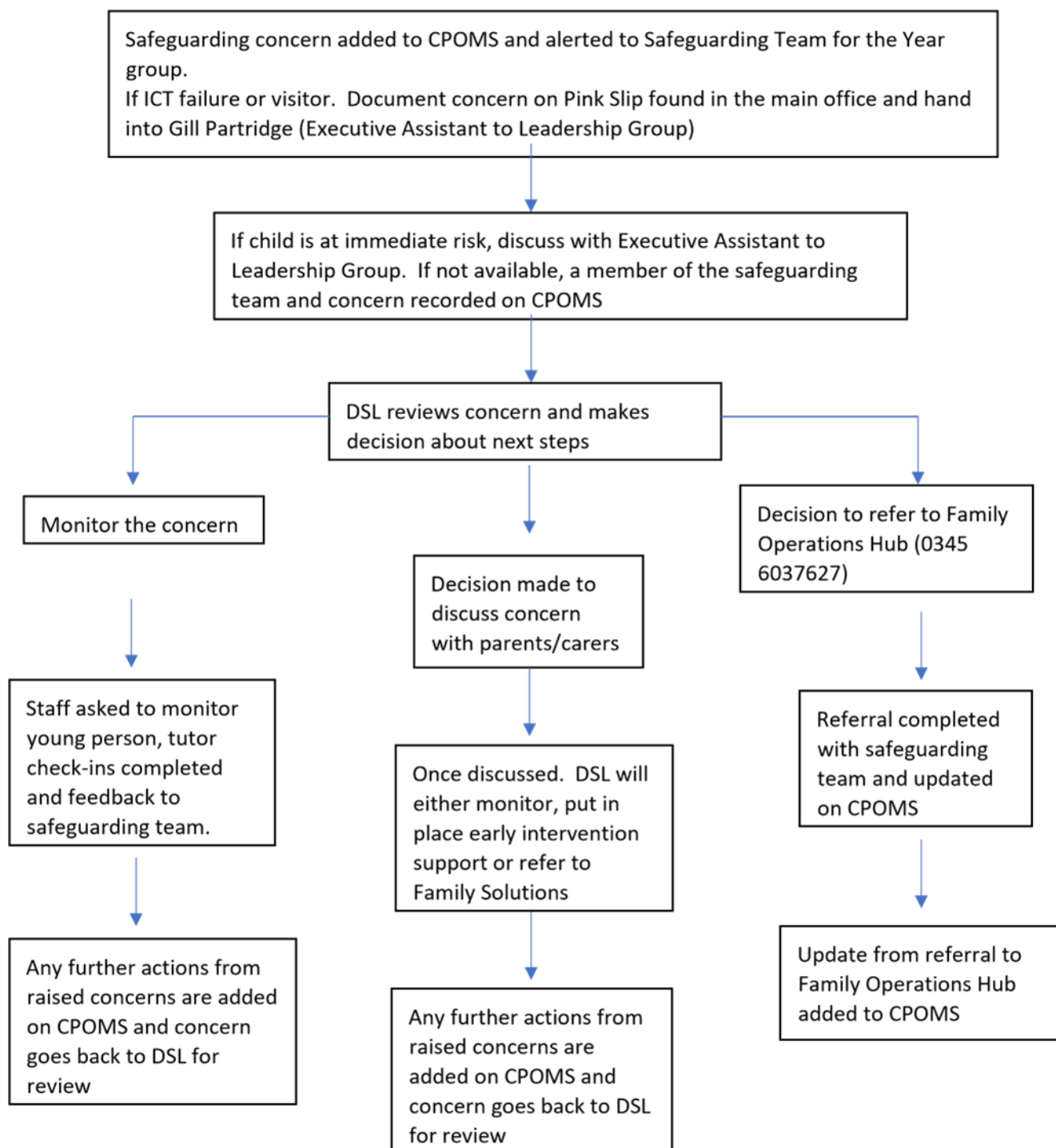
Whistleblowing is “making a disclosure in the public interest” and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example students in the school or members of the public.

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 NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8.00am to 8.00pm, 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: 0800 800 5000 (24hour helpline) or email: help@nspecc.org.uk.

Appendix A: Flow Chart raising a safeguarding concern – Alec Hunter Academy



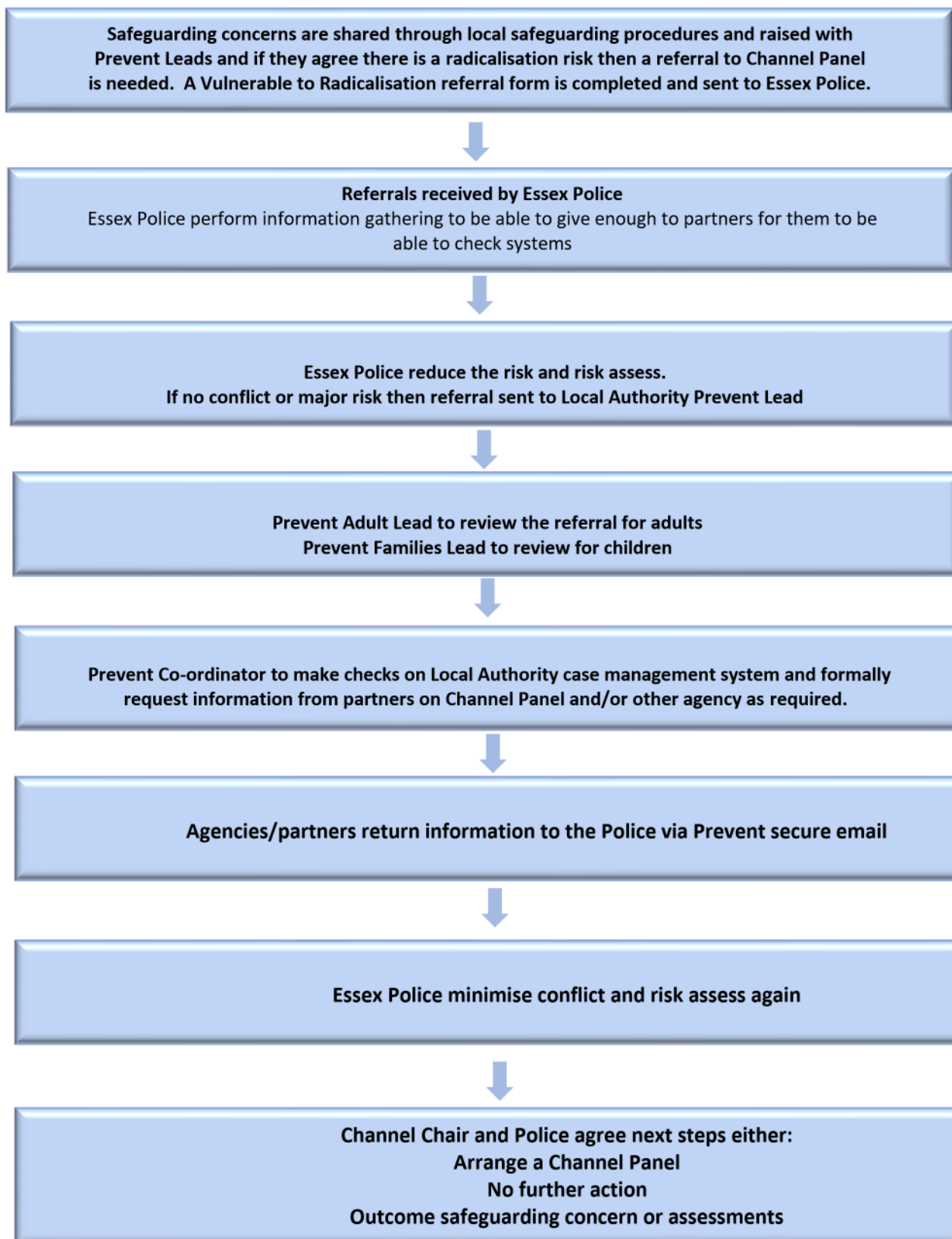
Appendix B: Visiting Speakers' Guidance

This guidance sets out the *protocols* that Alec Hunter Academy will follow *to ensure that any visiting speakers are suitable and appropriately supervised.* (Prevent Duty Guidance in England and Wales HM Government July 2015)

Key aspects of the visiting speakers' guidance are:

- Although not always possible, Alec Hunter Academy staff will endeavour to invite speakers from an established company, charity or other group whose aims are well-documented.
- The speaker will ensure that they understand they must abide by the school's equality commitments; that there must be no statements which might cause offence to others, or otherwise undermine tolerance of other faiths or beliefs; and there must be no extremist material.
- The speaker will be expected to talk with staff about the content of the presentation before the event; speakers and staff must allow time for this discussion, whether it is on the day or beforehand. Staff members may also carry out appropriate checks on the suitability of the person, which may include internet searches and/or contacting other schools where the person has spoken previously.
- The speaker will be informed that such talks and presentations will not be used to raise funds, without the written permission of the Headteacher.
- Visiting speakers must arrive in Reception in good time to book in and must bring suitable identification. Although viewing DBS certificates may be appropriate, most visiting speakers will not be in "regulated activity" and so will not necessarily have a DBS certificate to present.
- Visitors will be supervised at all times and not left alone with students, unless they have confirmed DBS checks.
- Visiting speakers will be informed that their presentation will be brought to an early end, if the content proves unsuitable.

Appendix C: PREVENT Referral Flowchart



Essex Child Sexual Exploitation Arrangements

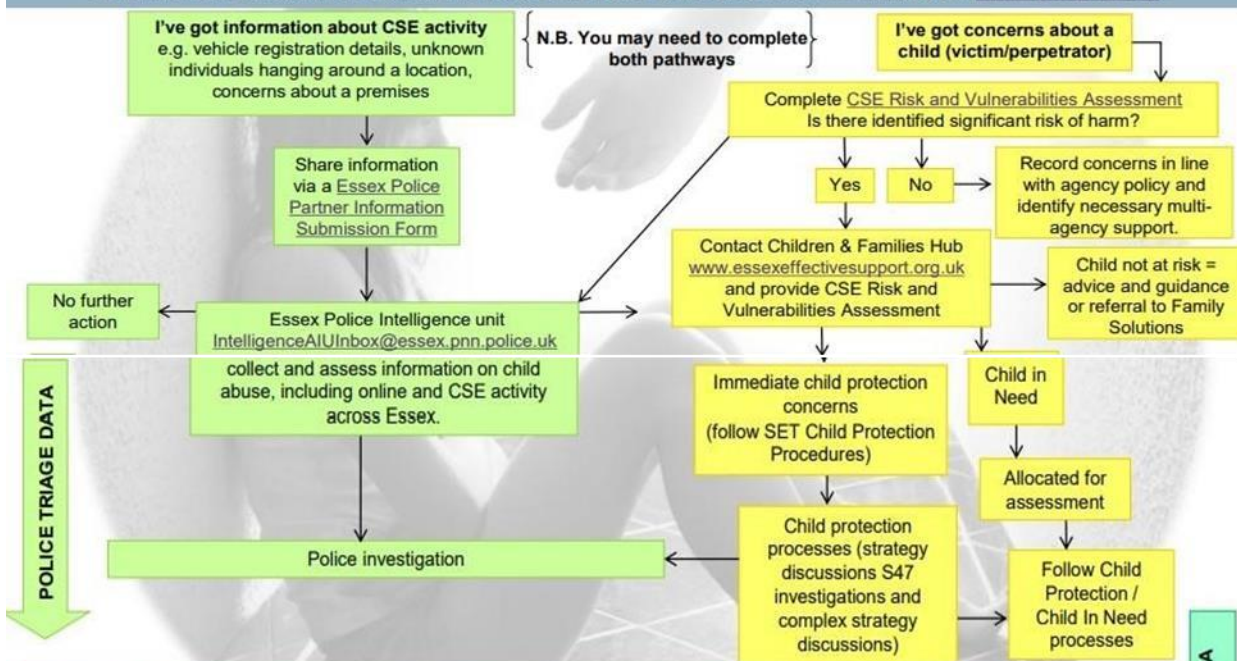
DEFINITION

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) 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. (Home Office Definition for 2017)

INDICATORS OF CSE (For more information see SET CSE Risk and Vulnerabilities Assessment)

- ❖ You may notice a change in a young person's behaviour, they may be disruptive or hostile, and associating with older men or women.
- ❖ Their health or mental health might change, for example you may notice marks or scars which they try to conceal or increased health / sexual related problems.
- ❖ Their behaviour might change and you may notice them concealing their use of the internet, exclusion from school or unexplained absences and sexualised risk-taking, including on the internet or mobiles, or association with gangs.
- ❖ Their possessions may change including having unexplained amounts of money, credit, gifts, having multiple phones, sim cards and possession of hotel keys or keys to unknown premises.

FOR FURTHER INFORMATION REFER TO FULL **ESSEX CSE & MISSING ARRANGEMENTS** ON WWW.ESCB.CO.UK



CRITERIA FOR MACE: Children and young people known to be being exploited, those who are considered our most vulnerable to CSE due to missing episode(s), children and young people assessed as **HIGH RISK** to exploitation (including sexual exploitation).

Missing and Child Exploitation (MACE) Meetings (A meeting held in 4 quadrants; Mid, North, South and West)

MACE part 1 (monthly): Focus on individual case discussion. Provides opportunity for multi-agency senior management oversight and comment for our most vulnerable young people, considers plans, further disruption opportunities and collection of evidence to support prosecutions

MACE part 2 (bi-monthly): Considers wider operational activity necessary to tackle CSE threats through analysing local trends, patterns and hotspots. Responsible for building a local problem profile to better understand what threats exist locally and how these can be managed.

ESCB Child Exploitation & Missing Sub-Committee
This Sub-Committee oversees the statutory functions of local agencies to drive forward work across Essex around Child Exploitation and Missing. This multi-agency strategic group reports directly to the ESCB and it is responsible for overseeing a Multi-Agency Child Exploitation and Missing Action Plan.

District Councils (DC) & Community Safety Partnerships (CSP)
Local Councils have a range of functions such as housing, anti-social behaviour and nuisance, licensing, environmental health, which should all be considered in effectively tackling local threats of CSE. DC regulatory powers can be used to detect, disrupt, and in the collation of evidence, to support prosecutions. Each District has a CSP who has a statutory responsibility to develop and produce crime and disorder reduction strategies. CSPs can support in local community engagement, including supporting victims and their families and awareness raising projects. Representatives from DCs and CSPs attend quadrant MACE meetings.

Stay Safe Groups
Leads for Partnership Delivery attend quadrant MACE Part 2 meetings, this provides the mechanism for themes to be shared to support, training and develop the wider workforce.



The Essex Effective Support Windscreen

Multi Agency Guidance: Working in partnership to help children and families improve their lives



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 multidisciplinary/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 F

Section 1: Allegations that may meet the harms threshold.

This section is based on “Section 1: Allegations that may meet the harms threshold” in part 4 of Keeping Children Safe in Education.

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school.

If we are in any doubt as to whether a concern meets the harms threshold, we will consult our Local Authority Designated Officer (LADO).

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Section 2: Concerns that do not meet the harms threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harms threshold set out in Section 1 above.

Concerns may arise through for example:

- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks.

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of Low-Level Concerns

The term “low-level” concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff Code of Conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority.

Examples of such behaviour could include, but are not limited to:

- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

Sharing Low-Level Concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 12 of this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised •
Helping to identify any weakness in the school's safeguarding system

Appendix G: Types of Abuse

Abuse; including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label, in most cases, multiple issues will overlap.

Physical abuse; 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 abuse; is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Emotional abuse 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.
- Not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate.
- 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 participating in normal social interaction.
- Seeing or hearing the ill-treatment of another.
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Sexual abuse; involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect; is 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, 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).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.