



Poplar Adolescent Unit Education Provision

CHILD PROTECTION POLICY FOR POPLAR ADOLESCENT UNIT September 2021

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CHILD PROTECTION POLICY FOR POPLAR ADOLESCENT UNIT

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, 2021)

- This Child Protection policy is for all staff, parents, Management Committee members, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:
 - Keeping Children Safe in Education (DfE, 2021)
 - the school Behaviour Policy (including the Anti-Bullying Policy);
 - the Staff Code of Conduct;
 - Safer Recruitment Policy
 - Physical Intervention Policy
 - the safeguarding response to children missing from education
 - the role of the designated safeguarding lead (Annex C of KCSIE)
 - Health and Safety Policy;
 - Educational Visit Policy;
 - E-safety Policy, and Photography Policy;
 - the Essex Primary University Trust Policies CLP37 and CLPG37

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

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

2. Statutory framework

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

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

In Essex, all professionals must work in accordance with the [SET Procedures \(ESCB, 2019\)](#) . Our school also works in accordance with the following legislation and guidance (*this is not an exhaustive list*):

[Keeping Children Safe in Education \(DfE, 2021\)](#)

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

Education Act (2002)

[Essex Effective Support](#)

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

Keeping children and staff safe – Autumn 2018 (Essex County Council)

[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)

[Children Missing Education - statutory guidance for local authorities \(DfE, 2016\)](#)

[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 \(DfE, 2021\)](#)

[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 \(ESCB, 2018\)](#)

[Preventing youth violence and gang involvement \(Home Office, 2015\)](#)

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

[Teaching online safety in schools \(DfE, 2019\)](#)

[Education Access Team CME / Home Education policy and practice \(ECC, 2018\)](#)

[Understanding and Supporting Behaviour - safe practice for schools and educational settings \(ESCB 2020\)](#)

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

The Management Committee

The Management Committee 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 Management Committee member for safeguarding arrangements is named on the front cover of this document. This member takes leadership responsibility for safeguarding arrangements in our school. The Management Committee ensures there is a named designated safeguarding lead and at least one deputy safeguarding lead in place (also named on the front cover).

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

The Management Committee ensures our pupils are taught how to keep themselves safe (including online safety) through teaching and learning opportunities as part of a broad and balanced curriculum. From September 2020, our school will work in accordance with new government regulations which make the subjects of Relationships and Sex Education, and Health Education mandatory.

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

The Headteacher

The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. The Headteacher works in accordance with all statutory requirements for safeguarding and is responsible for ensuring that safeguarding policies and procedures adopted by the governing body are followed by all staff.

The Designated Safeguarding Lead (and Deputy)

The designated safeguarding lead in school has ultimate lead responsibility for safeguarding and child protection. Their role includes managing child protection referrals, working with other agencies, ensuring all staff are appropriately trained and raising awareness of all safeguarding and 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 (Children and Families Hub) are made in accordance with current SET procedures. They work with the local authority and the ESCB as required and ensure that information is shared appropriately.

The deputy designated safeguarding lead / leads is / are trained to the same standard as the designated safeguarding lead. If for any reason the designated safeguarding lead is unavailable, the deputy designated safeguarding lead / leads will act in their absence.

All school staff

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

4. Types of abuse / specific safeguarding issues

Keeping Children Safe in Education (DfE, 2021) defines abuse as the maltreatment of a child.

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

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

- Physical
- Emotional
- Sexual
- Neglect

Our staff will always reassure children who report abuse / victims of 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.

All staff in our school are 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). We understand that abuse, neglect and safeguarding issues are rarely 'stand-alone' events and that, in most cases, multiple issues will overlap.

In addition, 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.

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

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

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

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. It may occur over time, or be a one-off occurrence. In Essex, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

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

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.

Children missing from education

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. It is also recognised that, when not in school, children may be vulnerable to or exposed to other risks, so we work with parents and other partners to keep children in school whenever possible.

Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency ([Education Access Team](#), Social Care or Police). Parents are required to provide at least two emergency contact numbers to the school, to enable us to communicate with someone if we need to.

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

We work in accordance with the Essex Protocol for children who go missing during the school day (see Appendix C), to ensure that there is an appropriate response to children who go missing.

Contextual safeguarding

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

Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour, and can include emotional, psychological, controlling or coercive behaviour, sexual and/or economic abuse. 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.

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

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

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

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

Mental health

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

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 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.

Online safety

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

The three 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

All staff in our school are aware of the risks to children online and we seek to help children keep themselves safe online in a range of ways - further information about our approach to online safety is available in our Acceptable Use and Online Policies.

Peer on peer abuse

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

Our school recognises that, even though peer on peer abuse / harmful sexual abuse may not be reported, it is likely that it is occurring and we are clear there is a zero tolerance to inappropriate or abusive behaviour. We understand the barriers which may prevent a child from reporting abuse and work actively to remove these.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, 'up-skirting', 'sexting' or initiation /

hazing type violence and rituals. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. Challenging inappropriate behaviours when they occur – we do not normalise abuse, nor allow a culture where it is tolerated.

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 peer on peer abuse. We will never make a child feel ashamed for reporting abuse, nor that they are creating a problem by doing so. See 'Harmful sexual behaviour / Peer on peer abuse policy for Poplar Adolescent Unit. (Appendix E) Also see Anti-bullying policy.

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 school operates 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 Social Care and / or the Channel Panel.

Serious violence

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

5: Children potentially at risk of greater harm

We recognise that some children may potentially be at risk of greater harm and require additional help and support. These may be children with a Child in Need or Child Protection Plan, those in Care or previously in Care or those requiring mental health support. We work with Social Care and

other appropriate agencies to ensure there is a joined-up approach to planning for these children and that they receive the right help at the right time.

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

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

6. Procedures

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

All staff members have a duty to identify and respond to suspected / actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately 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, 2019)
- [Essex Effective Support](#)
- Keeping Children Safe in Education (DfE, 2021)
- 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 must 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 sent to the Children and Families Hub via the [Essex Effective Support](#) portal. The school may also seek advice from Social Care or another appropriate agency about a concern, if we are unsure how to respond to it. Wherever possible, we will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to consult with the Children and Families Hub and / or Essex Police for advice on when to share information with parents / carers.

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

If, 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.

School arrangements for prevention of and responses to safeguarding issues within our school.

Our school therefore aims to:

- Create a culture of vigilance where the welfare of our pupils is promoted and where timely and appropriate safeguarding action is taken
- 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 stay safe from abuse and to develop healthy and safe relationships
- 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
- Facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government
- Provide a curriculum which actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations
- Make parents/carers aware of the school policies and practice for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents and colleagues from partner agencies

7. Training

The designated safeguarding lead (and deputy) undertake Level 3 child protection training at least every two years. The Headteacher, all staff members and Management Committee members receive appropriate child protection training which is regularly updated and in line with advice from the Essex Safeguarding Children's 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 Management Committee members.

The school ensures that the designated safeguarding lead (and deputy) also undertakes training in inter-agency working and other matters as appropriate

8. Professional confidentiality

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

9. Records and information sharing

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

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

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

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

In line with statutory guidance, where a pupil transfers from our school to another school / educational setting (including colleges), their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's designated safeguarding lead, 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 our school, we will request child protection records from the previous educational establishment (if none are received).

10. Interagency working

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

If a child is subject to a 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.

11. Allegations about members of the workforce

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Behaviour policy / Code of Conduct. The school works in accordance with statutory guidance and the SET procedures (ESCB, 2019) in respect of allegations against an adult working with children (in a paid or voluntary capacity).

The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff must be referred to the Headteacher (or the Deputy Headteacher in their absence), as they have responsibility for managing employment issues. Where the allegation concerns an agency member of staff, the Headteacher (or Deputy) will liaise with the agency, while following due process.

Where the concern involves the headteacher, it should be reported direct to the Chair of Management Committee.

SET procedures (ESCB, 2019) require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the Chair of Management Committee members must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day. However, wherever possible, contact with the LADO will be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school does not carry out any investigation before speaking to the LADO.

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

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

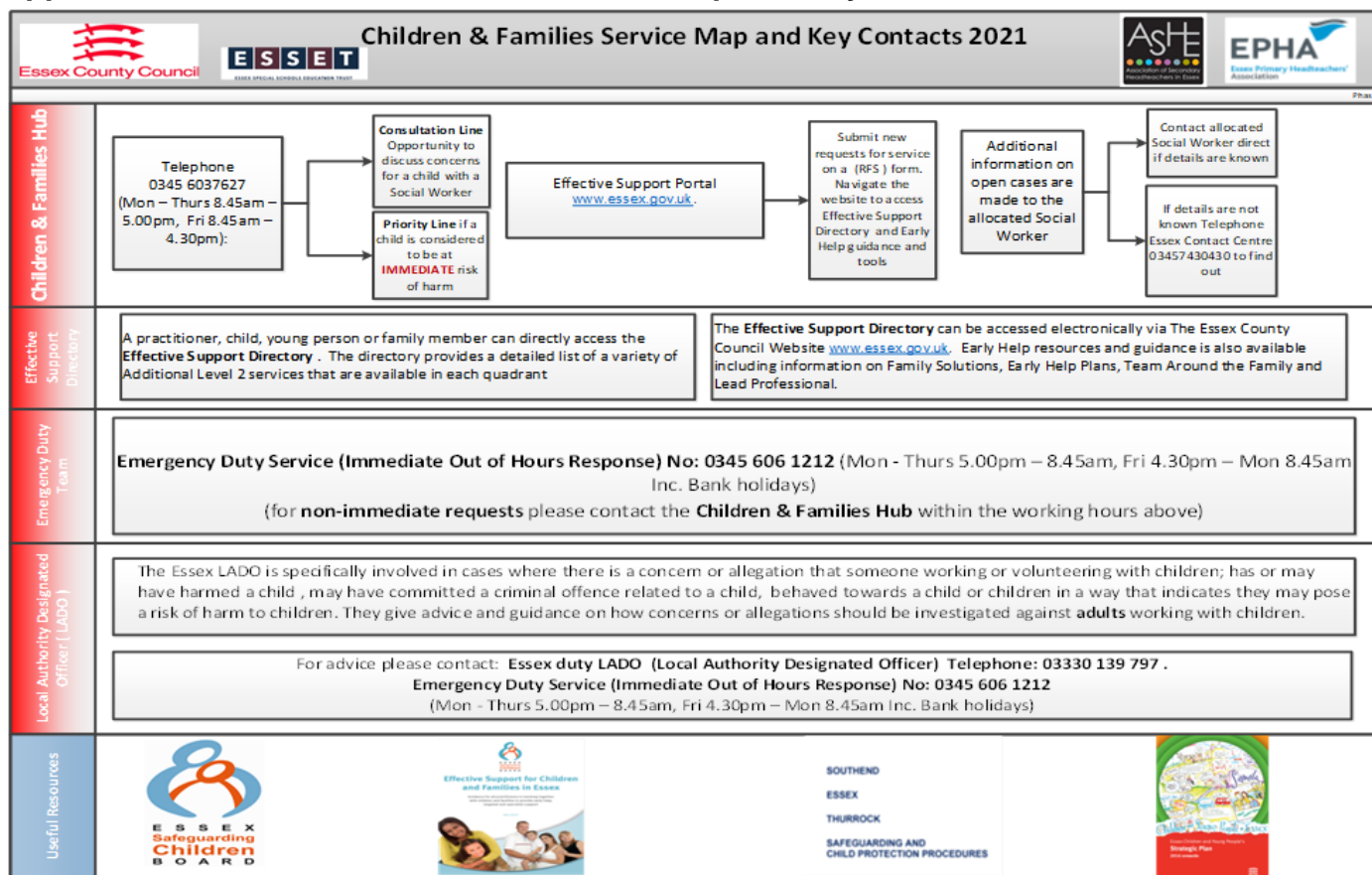
section 2) and recognises that where intervention is required, it should always be considered in a safeguarding context. All staff receive training on appropriate use of force. Guidance is further provided from, 'Keeping children and staff safe' – Autumn 2018 (Essex County Council)

13. Whistleblowing

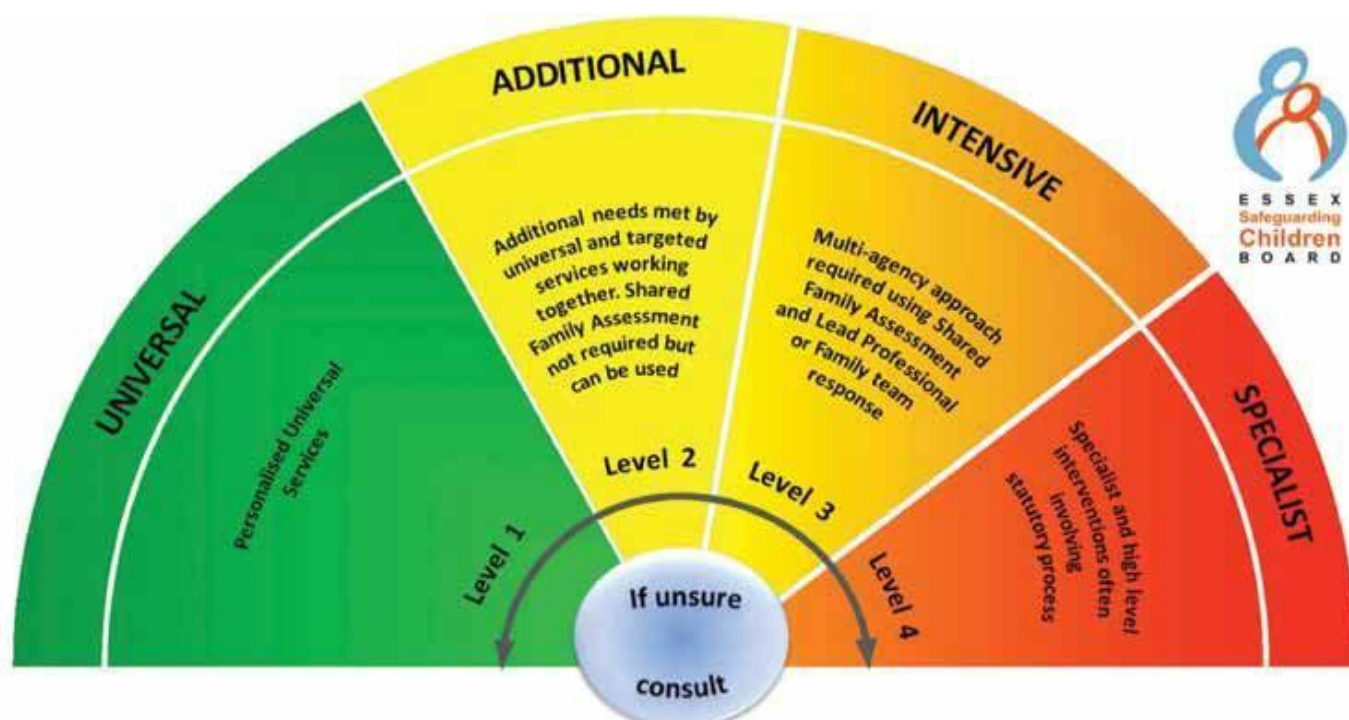
All members of staff and the wider school community should be able to raise concerns about poor or unsafe practice and feel confident any concern will be taken seriously by the school leadership team. We have 'whistleblowing' procedures in place and these are available in the school Whistleblowing Policy.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

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 Service Map and Key Contacts



Appendix B: Essex Windscreen of Need and levels of intervention



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

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

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

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

Appendix C: Missing Child Protocol

Arrangements for children who go missing during the school day

Definition of Missing

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

(College of Policing Authorised Professional Practice Guidance)

1. **Introduction**

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

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

This document should be read in conjunction with the educational setting's Child Protection Policy, and the Southend, Essex and Thurrock Child Protection Procedures (SET Procedures).

- [Essex Schools Infolink](#) – for the model Child Protection Policy and other resources
- [Essex Safeguarding Children Board](#) – for the SET Procedures and other resources

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

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

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

2. **When a child goes missing**

When it is suspected that a child is missing from an educational setting this must be addressed immediately. Active steps to locate the child should be taken, for example, searching the premises and surrounding areas, contacting the child by phone, text and social media, and contacting their parents/carers. If none of these actions locate the child, then they must be reported missing to the Police by dialling 101, **or 999 if there is a belief that the child is immediately suffering significant harm**. It is important that the police are informed of any checks already completed as it may save time and prevent duplication of tasks set by the police to locate a child.

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

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

3. When the child is found

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

4. Essex Police

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

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

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

Useful contacts:

Shane Thomson, ECC Missing Co-ordinator: shane.thomson@essex.gov.uk

Lucy Stovell, ECC Missing Chats: lucy.stovell@essex.gov.uk

Appendix D: Additional safeguarding arrangements during COVID-19

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

We have now returned to full opening and our usual Child Protection Policy applies. However, as a response to COVID-19 and to ensure we are compliant with [government guidance](#) and Health and Safety law, other arrangements are in place and we have communicated this to all parents. We have made E safety information available to parents and carers on our school website and this is updated regularly. Information pages can be found on the CEOP website which we also signpost to families.

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

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

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

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

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

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

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

Appendix E

HARMFUL SEXUAL BEHAVIOUR / PEER ON PEER ABUSE POLICY FOR POPLAR ADOLESCENT UNIT

APPROVED BY GOVERNORS 15.07.2021

POLICY TO BE REVIEWED July 2022

DESIGNATED SAFEGUARDING LEAD:	Val Scott
DEPUTY DESIGNATED SAFEGUARDING LEAD:	Clare Varley
DESIGNATED SAFEGUARDING GOVERNOR:	Michelle Lagden

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1. Introduction

It is normal for some children and young people (CYP) to display sexualised behaviour towards their peers as they develop. However, sexualised behaviour between peers that has become harmful or abusive is unacceptable and must be addressed.

Our school recognises that CYP are vulnerable to and capable of abusing their peers sexually. We consider any allegation of peer on peer sexual abuse seriously and do not tolerate or pass off harmful sexual behaviour as 'banter', 'just having a laugh' or 'part of growing up'. These allegations are managed in the same way as any other child protection concern and follow the same procedures, including seeking advice and support from other agencies as appropriate.

This policy is in line with the safeguarding requirements in [Keeping Children Safe in Education](#) (Department for Education ('DfE'), 2020), which we must work to; Part 5 of the Keeping Children Safe in Education statutory guidance sets out how schools should manage reports of child-on-child sexual violence and harassment. This policy also links to the guidance issued by the DfE in 2018: [Sexual violence and sexual harassment between children in schools and colleges](#).

2. Definition of sexual abuse

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. 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.

The sexual abuse of children by other children is a specific safeguarding issue in education.

(Keeping children safe in education, DfE, 2020)

3. Harmful sexual behaviour

Harmful sexual behaviour can manifest itself in many ways. This may include:

- inappropriate or unwanted sexualised touching;
- sexual violence and sexual harassment;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm;
- pressurising, forcing, or coercing someone to share nude images (known as sexting or youth produced sexual imagery);
- sharing sexual images of a person without their consent;
- bullying of a sexual nature online or offline, for example sexual or sexist name-calling.

Our school also understands the different gender issues that can be prevalent when dealing with harmful sexual behaviour.

CYP can experience harmful sexual behaviour in various settings. This includes at school, at home (or at another home), in public places, and online. At school, issues can occur in places which are supervised and unsupervised. For example, abuse may occur in toilets, corridors, changing areas, common rooms, outside spaces such as the playground and sports facilities, and when CYP are travelling home.

4. How we seek to minimise the risk of harmful sexual behaviour

The principal aim of our approach is to foster the conditions in which our pupils can aspire to and realise safe and healthy relationships, at school and as they continue in life. We work to a culture in which the voice of our CYP is central, where pupils feel able to share their concerns openly, knowing that they will be listened to, and that they will not be judged.

Children and young people

We use relationships, sex and health education (RE or RSE and Health Education curriculum) to help our pupils understand, in an age-appropriate way, what harmful sexual behaviour is, including by peers. We teach them the knowledge they need to recognise and report abuse, including emotional, physical, and sexual abuse. We also teach them about the importance of making sensible decisions to stay safe (including online), whilst being clear that if a CYP is abused, it is never their fault.

We help our pupils to develop the skills to understand:

- what constitutes harmful sexual behaviour;
- that such behaviour is not acceptable;
- the possible reasons for such behaviour, and vulnerability of perpetrators;
- that they must tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable – and must tell a trusted adult if they witness such behaviour towards others.

We understand our pupils may not always feel able to talk to adults about peer-on-peer sexual abuse. To help them, we will encourage them to share their thoughts and opinions, respond to their concerns, and respect and listen to them. We want our pupils to feel confident that any concerns they raise will be responded to appropriately.

Parents and carers

It is important that parents and carers understand what is meant by harmful sexual behaviour, and reinforce key messages from school at home. We work in partnership with parents to support our pupils and want to help them keep their child/ren safe. Parents and carers should understand:

- the nature of harmful sexual behaviour;
- the effects of harmful sexual behaviour on CYP;
- the likely indicators that such behaviour may be taking place;

- what to do if it is suspected that peer on peer sexual abuse has occurred;

Further information to support parents and carers in relation to harmful sexual behaviour is available online, including on the [NSPCC](#) and [Lucy Faithfull Foundation](#) websites.

Staff

Our staff undertake annual safeguarding training where the different types of abuse and neglect are discussed; this includes information about harmful sexual behaviour and our expectations for staff vigilance about this and other potential types of abuse. Staff also receive updates on safeguarding issues throughout the school year, including about the nature and prevalence of harmful sexual behaviour, where appropriate.

Importantly, the training also ensures that our staff know what to do if they receive a report that harmful sexual behaviour may have occurred, including how to support CYP.

5. Our response to an incident / allegation

The wellbeing of our pupils is always central to our response to an allegation or incident of harmful sexual behaviour. Any CYP reporting a concern will be treated respectfully. We will reassure them that they are being taken seriously and that they will be supported and kept safe; no CYP will be given the impression that they are creating a problem by reporting abuse or made to feel ashamed.

Our staff will never promise confidentiality to the CYP as the concern will need to be shared further. The school's Designated Safeguarding Lead will need to be informed as soon as possible of any incident and the details may also need to be shared with Children's Social Care / the police and other specialist agencies. We have in place effective working relationships with our safeguarding partners, which are essential to ensuring that concerns are appropriately managed.

We will explain next steps to the CYP so they understand what will happen, including who will be informed. Where the CYP already has Social Care involvement, such as a Looked After Child, a Child In Need or a child with a Child Protection Plan, we will inform the child's Social Worker and work in partnership with them as appropriate.

Whilst we establish the facts of the case and start the process of liaising with other agencies as appropriate, we will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises, and where applicable, on transport to and from the school.

Where an incident includes an online element, we will always work in accordance with appropriate guidance, taking advice from other partners as necessary. Our staff will not view an indecent image of a CYP unless absolutely necessary, nor forward it for any reason.

Recording

It is essential that information relating to allegations about harmful sexual behaviour are recorded within our school, as with any other child protection concern – and in line with our Child Protection Policy. The record may form part of a statutory assessment by Children's Social Care or by another agency.

Any member of staff receiving a disclosure of harmful sexual behaviour or noticing signs or indicators of this, will record it as soon as possible, noting what was said or seen (if appropriate,

using a body map to record), giving the date, time and location. The facts will be recorded as the CYP presents them.

The record will then be presented to the Designated Safeguarding Lead (or Deputy), who will decide on appropriate action and record this accordingly.

If a CYP is at immediate risk of harm, staff will speak with the Designated Safeguarding Lead or Deputy first, and deal with recording as soon as possible afterwards.

All related concerns, discussions, decisions, and reasons for decisions will be dated and signed and will include the action taken.

Investigation

The Designated Safeguarding Lead will be responsible for leading investigations, and for liaising with other agencies as appropriate, for example Children's Social Care and the police. They will also be the main point of contact for parents and carers. The Designated Lead will ensure there are accurate records of each stage of the investigation and that any supporting information is included in the Child Protection files.

Risk Assessment

We will complete a risk assessment following a report of harmful sexual behaviour, considering all CYP involved in an incident. We will also consider all other pupils at our school and any actions that may be appropriate to protect them.

Risk assessments will be regularly reviewed to ensure they remain relevant and fit for purpose. Where appropriate, the affected CYP and their parents and carers will be invited to contribute to the completion and review of the risk assessment.

6. Guiding principles

The safety of our pupils is paramount. We will use a proportionate approach, basing our actions on the principle that harmful sexual behaviour is not acceptable and will not be tolerated.

All concerns will be considered carefully and on a case by case basis, underpinned by robust risk assessments. Our actions will not be judgemental about the guilt of the alleged perpetrator and will always be taken in the interests of all CYP concerned.

Our approach will help us to ensure that all pupils are protected and supported appropriately. The following principles will guide us:

- the wishes of the CYP in terms of how they want to proceed – the victim will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including whether a crime may have been committed;
- the ages and developmental stages of all CYP involved;
- consideration of any power imbalance between the CYP – for example, is the alleged perpetrator significantly older, more mature, or more confident / does the victim have a disability or learning difficulty;

- consideration of whether the alleged incident a one-off or a sustained pattern of abuse;
- consideration of any ongoing risks to the victim, other CYP, or staff;
- consideration of any other related issues and wider context.

Supporting the CYP who has allegedly experienced harmful sexual behaviour

We will assess what short-term and long-term support a CYP may need to help them manage the immediate aftermath of an incident, and to recover from what they have experienced. The CYP's existing support network will be central to this work; we will work with other partners as appropriate and in accordance with the CYP's wishes and, wherever appropriate, in discussion with parents / carers.

We will consider what is necessary to support the CYP straightaway, for example by making adaptations to their timetable and in-school support and taking steps to protect them from attention or peer pressure they may experience due to making a report. This work will be guided by a robust risk assessment process and we will ensure that the CYP and their parents / carers have an opportunity to contribute. We will also ensure there is regular review of arrangements to be confident they meet the needs of all involved.

It may be necessary to make requests for support to mental health and wellbeing services or for therapeutic intervention. We may also need to link with other agencies to remove inappropriate material from the Internet, such as the [Internet Watch Foundation](#).

Supporting the CYP who has allegedly displayed harmful sexual behaviour

We have a duty of care to all pupils and we will protect and support CYP who have displayed abusive or harmful sexual behaviour. We will do this through considering the needs of the CYP, any risks to their safety and what multi-agency responses are needed to support them and their family. This work will be guided by a robust risk assessment process and we will ensure that the CYP and their parents / carers have an opportunity to contribute. We will also ensure there is regular review of arrangements to be confident they meet the needs of all involved.

Some CYP may not realise they have behaved abusively. We will avoid using language that may make them feel judged or criminalised and ensure that any intervention will be at the least intrusive level required to effectively address the behaviour.

We will consider appropriate sanctions using our behaviour policy, and work with the CYP and their support network to consider measures that may help to address the CYP's behaviour.

7. Investigation outcomes

Our investigation of an allegation or incident as set out in this policy will enable us to determine the outcome, working with our safeguarding partners as appropriate. We will always seek to ensure that the outcome of an investigation is appropriate and proportionate to the circumstances in relation to the report. Various options are open to us, as set out below:

Manage internally

In some cases, for example, one-off incidents, we may take the view that the CYP concerned are not in need of early help or statutory intervention. In these cases, we will follow our other school

policies in addressing matters, for example our behaviour / anti-bullying policies (see website <https://poplaradolescentunit.essex.sch.uk>)

We will also consider what support the CYP involved may need going forward - for example, pastoral support, counselling services, and ensuring that there is a trusted adult for those affected to speak with if they wish to. We will also consider whether any intervention or support is required as part of a whole setting approach or with the wider school community.

Early Help

Where statutory intervention is not required or agreed, we may use early help instead. This means providing support as soon as a problem emerges, at any point in a CYP's life. We will work with parents and carers and other relevant partners when following this approach, which can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation.

Requests for support to Children's Social Care

Where a CYP has been harmed, is at risk of harm, or is in immediate danger, we will make a request for support to Children's Social Care. We will generally inform parents and carers of this unless to do so may put a CYP at additional risk. We will seek advice from other partners on such matters.

If we make a request for support, Children's Social Care will consider whether the CYP involved are in need of protection or other services. Where statutory assessments are appropriate, the school will work with Children's Social Care and other agencies as appropriate. Partnership working helps to ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other CYP that require support.

In some cases, Children's Social Care will review the evidence and decide a statutory intervention is not appropriate. If a statutory assessment is not considered appropriate by Children's Social Care, we will consider what other support may be required. We will make further requests for support to Children's Social Care if we consider that a CYP remains in immediate danger or at risk of harm.

Reporting to the police

Where a report of rape, assault by penetration or sexual assault is made, we will report it to the police. We will generally inform parents or carers about reports of sexual abuse, unless to do so may put a CYP at additional risk. We will seek advice from other partners in individual cases.

In circumstances where parents or carers have not been informed, we will ensure that we support the CYP in any decision we take. This is likely to be with the support of Children's Social Care and any appropriate specialist agencies.

Where we have made a report to the police, we will consult with them and agree what information can be disclosed to staff and others, in particular the alleged perpetrator and their parents or carers. We will also discuss the best way to protect the victim and their anonymity.

Where there is a criminal investigation, we will work closely with the police and other agencies as appropriate to support all CYP involved (including potential witnesses). This will help to ensure that any actions we take do not jeopardise a police investigation. Sometimes the police will decide that further action is not required. In these circumstances we will continue to engage with other agencies to support the CYP involved.

8. Review

All child protection concerns are reviewed regularly, to ensure that everything has been fully addressed, that actions are completed, and to consider whether the CYP involved need any further support. We will continue to work with parents and carers and other agencies as appropriate, and risk assessments will be reviewed and updated as required.