



Darlinghurst

ACADEMY

Safeguarding & Child Protection Policy

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SAFEGUARDING & CHILD PROTECTION POLICY FOR DARLINGHURST ACADEMY

KEY CONTACTS WITHIN THE ACADEMY

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DESIGNATED SAFEGUARDING GOVERNOR:	Johan Zweistra

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

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1. Context

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

(Keeping Children Safe in Education – DfE, 2021)

This Safeguarding and Child Protection policy is for all staff, parents, governors, volunteers and the wider academy community. It forms part of the safeguarding arrangements for the academy and should be read in conjunction with the following:

- Keeping Children Safe in Education (DfE, 2021) (Part 1 of which is provided to all staff)
- Promoting Positive Behaviour Policy;
- Staff Code of Conduct;
- Safeguarding response to children missing from education
- Role of the Designated Safeguarding Lead (Annex C of KCSIE)
- [What to do if you're worried a child is being abused' \(HMG, 2015\)](#)
- General Data Protection Regulation (GDPR) Policy
- Promoting Positive Behaviour Policy
- The safeguarding response to children missing from education
- Health and Safety Policy
- Educational Visits and Trips Policy
- e-Safety Policy and
- Anti-Bullying Policy

Safeguarding and promoting the welfare of children (*everyone under the age of 18*) is defined in Keeping Children Safe in Education (2021) as:

- Protecting children from maltreatment
- 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

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

2. Introduction

Darlinghurst Academy takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount" ([Children Act 1989](#)).

Section 175 (157 for Independent schools) of the [Education Act 2002](#) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the academy.

This policy applies to all pupils, staff, parents, governors, volunteers and visitors of our academy.

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

Prevention

- By ensuring that we practice safe recruitment in checking the suitability of all staff and volunteers who work with children
- Through establishing and maintaining a safe and positive environment and the teaching and pastoral support offered to pupils
- By raising awareness of child protection issues and equipping children with the skills needed to keep them safe

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

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

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

3. Academy Commitment

Our academy is committed to keeping children safe and 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 academy who 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. This includes identifying emerging problems and those children who may benefit from early help.
- 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 academy policies and practice for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents and colleagues from partner agencies.
- Promote positive mental health and resilience. Positive mental health is the concern of the whole community and we recognise that the academy plays a key part in this. Our academy wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

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

4. Statutory framework

There is government guidance set out in [Working Together \(DfE, 2018\)](#) 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 [Southend Safeguarding Children Partnership](http://www/safeguardingsouthend.co.uk). (http://www/safeguardingsouthend.co.uk) In Southend, the statutory partners are Southend Borough Council, Essex Police and the Clinical Commissioning Groups covering Southend.

Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

In Southend, all professionals must work in accordance with the [SET Procedures](#). (Southend, Essex and Thurrock). Our academy 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 \(DfE, 2018\)](#)

Education Act (2002)

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

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

Children and Social Work Act (2017)

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

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

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

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

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

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

Children Act (1989)

Children Act (2004)

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

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

[Sexual violence and sexual harassment between children in schools and colleges \(DfE, 2021\)](#)

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

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

[Use of reasonable force advice for Headteachers, staff and governing bodies \(DfE July 2013\)](#)

[Teaching on-line safety in schools \(DfE, 2019\)](#)

5. 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 academy with these specific responsibilities (the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead) are shown on the cover sheet of this document. However, we are clear that safeguarding is everyone's responsibility and that everyone who comes into contact with children has a role to play.

The governing body

The governing body ensures that the policies, procedures and training in the academy are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place, that this policy reflects statutory and local guidance and is reviewed at least annually.

The governor for safeguarding arrangements is named on page 2 of this document. This governor takes strategic responsibility at governing body level for safeguarding arrangements in the academy. The governing body ensures there is a named Designated Safeguarding Lead and at least one Deputy Safeguarding Lead in place (named on page 2).

The governing body ensures the academy 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 ensures that all adults in the academy who work with children undergo safeguarding and child protection training at induction as appropriate and that it is 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 pupils are taught about safeguarding (including online safety) through teaching and learning opportunities as part of a broad and balanced curriculum. We work in accordance with government regulations which make the subjects of Relationships Education and Health Education mandatory.

The governing body ensures that appropriate filters and monitoring systems for online usage within the academy are in place. The academy actively promotes online safety on its website and signposts stakeholders to information that will keep children safe online.

The governing body and Senior Leadership Team (SLT) are responsible for ensuring the academy 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. It ensures that volunteers are appropriately supervised in the academy.

The Principal

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 Principal 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 / Deputies)

The Designated Safeguarding Lead in the academy 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 the academy 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 Children's Services (MASH+ Multiagency Safeguarding hub) or for an Early Help Support assessment as appropriate. They work with the local authority and the SSCP 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 the academy 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.

6. Types of abuse / specific safeguarding issues

Keeping Children Safe in Education (DfE, 2021) describes abuse in the following way:

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

Keeping Children Safe in Education refers to four categories of abuse:

- 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 the academy 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 other types of abuse and safeguarding issues that can put children at risk of harm. We understand that behaviours linked to issues such as drug taking and / or alcohol misuse, deliberately missing education and consensual / non-consensual sharing of nudes and semi-nudes images can be signs that children are at risk.

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. We have adopted the following definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017):

"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 academy 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.

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 academy recognises that a child missing education is a potential indicator of abuse or neglect and will follow the academy 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 (e.g. Social Care or Police). Parents are required to provide at least two emergency contact numbers to the academy, to enable us to communicate with someone if we need to.

The academy complies with the Children Missing from Education (DfE, Sept 2016) and Southend-on-Sea Borough Council Early Help and Family Support Children Missing from Education Guidance.

Our academy must inform the local authority of any pupil who has been absent without school permission for a continuous period of 10 days or more and the academy has satisfied all avenues of enquiry and is unsuccessful tracing the pupil.

We work in accordance with the Southend protocol for children who go missing during the school day to ensure that there is an appropriate response to children who go missing. Further guidance can be found on the [Southend Children's Safeguarding Partnership](#) website.

Our academy also complies with the regulations regarding Elective Home Education (Regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended 2016) and Southend's guidance: <http://www.southendlearningnetwork.co.uk/Services/4834>. Our academy notifies the Elective Home Education Team via email, ehe@southend.gov.uk at the earliest opportunity and, when relevant, immediately provides a copy of the parents written notification to home educate and the date that they came off roll.

Our academy notifies the Elective Home Education Team via secure email to ehe@southend.gov.uk at the earliest opportunity and, when relevant, immediately provides a copy of the parent's written notification to home educate and the date they came off roll.

Contextual safeguarding

Safeguarding incidents and behaviours can be associated with factors outside the academy. 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 academy 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. Darlington Academy operates 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. Darlington Academy 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 staff in the academy, 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 range of online risks could be categorised as:

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

contact: being subjected to harmful online interaction with other users; for example peer to peer pressure, commercial advertising as well as adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;

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

All staff in the academy 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 e-safety policy.

Peer on peer abuse

The academy 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 academy recognises that some children may abuse their peers and that this may happen in school, or outside of it. 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.

Darlinghurst Academy 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.

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.

Darlinghurst Academy 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 the risk factors and 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.

7. 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 academy 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 the academy, their behaviour may be challenging and defiant, or they may be withdrawn, or display abusive behaviours towards other children. We will seek advice and support from other agencies as appropriate

Our academy understands that children with special educational needs (SEN) and / or 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

Our academy will endeavour to support all pupils through:

- The curriculum; to encourage our pupils to stay safe and to develop healthy relationships, self-esteem and self-motivation.
- The academy ethos which promotes a positive, supportive and secure environment and which gives all children and adults a sense of being respected and valued.
- The implementation of the academy's behaviour management policies.
- A consistent approach from all staff which will endeavour to ensure that our children know that some behaviour is unacceptable, but that s/he is valued.
- Regular liaison with other professionals and agencies that support the child and their families.
- A commitment to develop open, honest and supportive relationships with parents, always with the child's best interest as paramount.

- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- Recognition that children with behavioural difficulties and special educational needs and/or disabilities are most vulnerable to abuse. Therefore, staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- Recognition that, in a home environment where there is domestic violence, drug or alcohol abuse, children are vulnerable and may be in need of support or protection.

8. Procedures

Our academy 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 assessment when additional needs of children are identified and contributing to inter-agency plans which provide support through statutory services (a 'child in need' or a 'child protection' plan). All staff members have a duty to identify and respond to children who may be in need of help or protection.

Any member of staff, volunteer or visitor to the academy who receives a disclosure of abuse, suspects that abuse may have occurred, or is concerned about a child's welfare, **must** report it immediately to the Designated Safeguarding Lead or, in their absence, the Deputy Designated Safeguarding Lead, so that discussion can take place regarding whether any support for the child can be managed internally via the school's own pastoral support process, or if an early help assessment is indicated, or a referral to Children's Social Care and/or the Police. The academy may seek advice from Social Care about a concern, if we are unsure how to respond.

The contact details for the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead/s are prominently displayed around the academy to ensure that all members of the community have access to safeguarding support. In the absence of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead, the matter should be brought to the attention of the most senior member of staff. If, for any reason, nobody is available, this should not delay appropriate action being taken. Any individual may refer to Social Care/Police where there is suspected or actual risk of harm to a child. The phone number is included on page 2.

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

- The [SET procedures \(2019\)](#) (Southend, Essex and Thurrock) Safeguarding and Child Protection Procedures, a copy of which is available to staff on the staff shared drive and published on line <http://www.safeguardingsouthend.co.uk/>
- The Early Help Family Support Practitioner Toolkit (Threshold Document), which can be downloaded from <http://www.southendchildren.org>
- [Keeping Children Safe in Education \(DfE, 2021\)](#) and [Disqualification under the Childcare Act, 2006 \(DfE, Aug 18\)](#)
- [Working Together to Safeguard Children \(HMG, 2018\)](#)
- [The Prevent duty Departmental advice for schools and childcare providers \(DfE, Aug 2015\)](#)
- [Revised Prevent Duty Guidance: for England and Wales' \(HMG, April 2019\)](#)
- [Multi-agency statutory guidance on female genital mutilation \(HMG, Oct 18\)](#)
- [What to do if you're worried a child is being abused' \(HMG, 2015\)](#)
- [Information sharing](#) Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG, July 2018)

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

If the child is in immediate danger, or at risk of immediate harm, concerns will be referred by telephone to Children's Social Care and/or the Police. A telephone referral to Children's Social Care must be confirmed in writing within 48 hours, using the EHFA form to provide the information required.

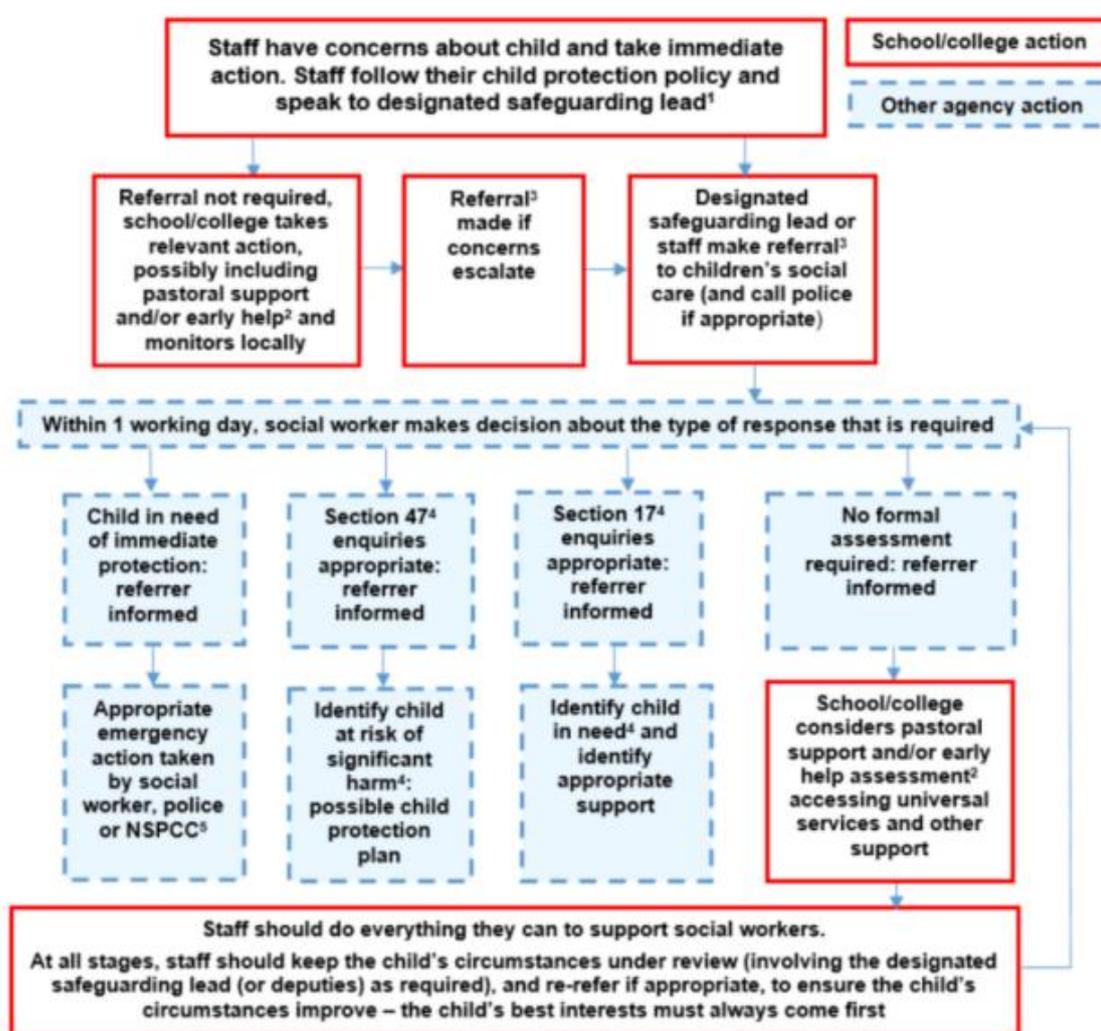
The Early Help Family Support Assessment (EHFA) should be used to support a child Protection referral. (The EHFA form and guidance is available on www.southendchildrenpartnership.org.uk and on the Southend Safeguarding (Child) Partnership (SS(C)P) website and Southend Learning Network). A completed EHFA form contains all the information required for a child protection referral and should be sent to MASH+.

Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure, plus any advice given.

The academy will always undertake to share our intention to refer a child to 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 Children's Social Care or Essex Police about when it is appropriate to share information with parents/carers. Parents and Carers are informed about our academy's duties and responsibilities under child protection procedures on admission, in the academy brochure and on the academy website.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed, or does not appear to be improving, the staff member concerned should discuss this with the Designated Safeguarding Lead, who will press for re-consideration of the case to ensure that the child's situation improves.

Actions where there are concerns about a child



Whilst all staff should speak to the Designated Safeguarding Lead (or Deputy) with regard to any concerns about Female Genital Mutilation (FGM), there is a specific legal duty on teachers. If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher has a statutory duty to report this personally to the Police.

When new staff, volunteers or regular visitors join our academy they are informed of the safeguarding arrangements in place. They are given a copy of our Child Protection Policy, advised who our Designated

Safeguarding Lead (and Deputy/ies) is/are and informed of their role and how to share concerns with them. Staff are also given a copy of the Staff Code of Conduct Policy, the Promoting Positive Behaviour Policy and made aware of the safeguarding response to children who go missing from education. Staff are also given a copy of [Keeping Children Safe in Education \(DfE, 2021\)](#) (Part 1), which includes information about specific forms of abuse and safeguarding issues (for staff who work directly with children) and access to 'What To Do If You're Worried a Child is Being Abused' (HMG, March 2015), which gives helpful advice about how to respond to child protection concerns or disclosures.

9. Training

The Designated Safeguarding Lead (and any Deputies) will undergo updated Child Protection training specifically for Designated Safeguarding Leads at least every two years, in accordance with [Keeping Children Safe in Education \(DfE, 2021\)](#). In addition to formal training, the Designated Safeguarding Lead(s) will keep up to date with safeguarding developments and refresh their knowledge and skills regularly, but at least annually.

The Principal, all staff members and Governors, who have contact with children and young people, are required to receive appropriate safeguarding and child protection training, which is regularly updated. In addition, all staff members receive safeguarding and child protection updates as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records are kept of all child protection training.

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

The Principal, in the first instance, will provide support and supervision to staff involved in child protection issues. All staff are made aware of the boundaries of appropriate behaviour and conduct.

10. 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 Safeguarding 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.

11. Records and information sharing

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

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing information where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), including the date and any 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 relating to child protection are kept on an individual child protection file for that child (which is separate to the pupil file). All child protection records are stored securely and confidentially in a locked filing cabinet in the SLT room and are accessible through the DSL, Deputy and Principal. Records will be

retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting. All digital records are password protected.

In line with statutory guidance, where a pupil transfers from our school to another school / educational setting 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, separate from the main pupil file. 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).

12. Interagency working

It is the responsibility of the Designated Safeguarding Lead to ensure that the academy is represented at, and that a report is submitted to, any statutory meeting 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 academy has and be prepared to contribute to the discussions.

If a child is subject to a Care, Child Protection or a Child in Need plan, the Designated Safeguarding Lead will ensure the child is monitored regarding their 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.

13. 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 Policy. The academy works in accordance with statutory guidance and the SET procedures (2019) in respect of allegations against an adult working with children (in a paid or voluntary capacity).

The academy 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 Principal (or the Vice Principal in their absence), as they have responsibility for managing employment issues.

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

The SET procedures (2019) require that, where an allegation against a member of staff is received, the Principal, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) within one working day (see contact number on page 2) or email safeguardingforchildren@southend.gov.uk. 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.

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

14. 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 academy 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.

15. Whistleblowing

All members of staff and the wider community should be able to raise concerns about poor or unsafe practice and feel confident any concern will be taken seriously by the senior leadership team. We have 'whistleblowing' procedures in place and these are available in the academy 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.

16. Use of academy premises

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

ACKNOWLEDGEMENT

We recognise there are a number of policies that are relevant to safeguarding and promoting children's welfare. These include the following:

Policy or Procedure:

Anti-Bullying
Attendance
Children Missing from Education
Data Protection and GDPR (Legra)
Disability and Equality
Equality Compliance
e Safety (Legra Policy)
Extended academy activities
First Aid
Health and Safety (Legra)
Looked After Children
Management of Allegations made against Staff
PHSE curriculum
Positive Handling
Positive Mental Health and Wellbeing
Promoting Positive Behaviour
Racial Equality
Recruitment and Selection
Relationships and sex education
Residential trips and trips and visits
SEND Policy
Social Media Policy (Legra)
Staff Code of Conduct (Legra)
Supporting Children with Medical Needs
Volunteers and Visitors' Policy
Whistleblowing Policy (Legra)
Young Carers

For a full list of policies – please see our academy website.

Acknowledgement:

We acknowledge the Essex County Council model Child Protection Policy which contributed to the development of this model policy.

Appendix 1: Sexual Violence, Sexual Harassment and Sexual Bullying

When dealing with all disclosures of sexual violence, sexual harassment and sexual bullying, consideration should be given to the victim's rights under General Data Protection Regulation (GDPR).

Darlinghurst Academy aims to:

- create a learning environment free from sexual violence, sexual harassment and sexual bullying where all members of the academy community are treated with respect at all times
- raise awareness of this policy so that all members of the academy community are aware of their rights and responsibilities regarding sexual violence, sexual harassment and sexual bullying
- train all staff to recognise and respond to instances of sexual violence, sexual harassment and sexual bullying
- encourage all members of the academy community to report instances of sexual violence, sexual harassment and sexual bullying
- treat all reports in a serious, sensitive, fair, and timely manner in line with safeguarding responsibilities
- guarantee against victim-blaming, further victimisation and reprisals

Sexual violence refers to the following sexual offences as defined in the Sexual Offences Act 2003:

- Rape. A person (A) commits an offence if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- Assault by penetration. A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- Sexual assault. A person (A) commits an offence if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- In order to consent, a person must have the freedom and capacity to make that choice.

Sexual harassment includes, but is not restricted to, the following and can happen online or offline:

- sexual comments such as lewd or sexual remarks about appearance, telling sexual stories, using sexualised or sexist names, use of unwelcome sexual innuendo and spreading rumours of a sexual nature
- sexual 'jokes', taunting or cat-calling
- unnecessary and unwanted physical behaviour which has a sexual element, such as brushing against someone or pushing against someone, interfering with someone's clothes or making sexual gestures
- displaying pictures, photos or drawing of sexual content
- online behaviour which has a sexual element, such as sharing indecent images or pornography, sexual comments on social media and coercion or threats to engage in sexual acts online or offline

Sexual bullying is the general term used to describe any behaviour where sex or gender is used to degrade someone. It includes all of the examples outlined above and may also include homophobic language.

Darlinghurst Academy acknowledges that sexual violence and sexual harassment are against the law and are covered by the Sexual Offences Act 2003, the Protection of Children Act 1978 and the Criminal Justice Act 1988.

Darlinghurst Academy acknowledges that being subjected to sexual violence, sexual harassment or sexual bullying may breach the Human Rights Act 1998, depending on the circumstances and nature of the conduct, and that schools and colleges must not act in a way that is incompatible with the European Convention on Human Rights.

This includes:

- Article 3: the right to freedom from inhumane and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) including a duty to protect individuals' physical and psychological integrity
- Article 14 requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination

- Protocol 1, Article 2 protects the right to an effective education
- Darlington Academy acknowledges that academies are required to comply with the relevant requirements set out in the Equality Act 2010, which includes:
- schools must not unlawfully discriminate against pupils because of a protected characteristic (sex, race, disability, religion or belief, gender reassignment, pregnancy or sexual orientation)
- schools should consider positive action to address disadvantage faced by one group

Darlington Academy acknowledges that compliance with the Public Sector Equality Duty is a legal duty and academies have the general duty to:

- have regard to the need to eliminate unlawful discrimination, harassment and victimisation
- advance the equality of opportunity between different groups
- foster good relations between different groups. Section 32 of the Southend Essex and Thurrock Safeguarding and Child Protection Procedures covers 'children harming others' and includes: Physical abuse (e.g. hitting, kicking, stabbing), including for filming with mobile telephones and theft, • Verbal or mobile telephone/online (internet) message abuse (e.g. racist, sexist or homophobic name-calling or threats) - this type of non-physical bullying may include sexual harassment; • Mobile telephone or online (internet) visual image abuse - these can include real or manipulated images; • Emotional abuse (e.g. isolating an individual from the group or emotional blackmail).

Professionals must base their decision on whether behaviour directed at another child should be categorised as harmful or not on the circumstances of each case. It will be helpful to consider the following factors:

- The relative chronological and developmental age of the two children (the greater the difference, the more likely the behaviour should be defined as abusive);
- Whether the alleged abuser is supported or joined by other children;
- A differential in power or authority (e.g. related to race, gender, physical, emotional or intellectual vulnerability of the victim);
- The actual behaviour (both physical and verbal factors must be considered);
- Whether the behaviour could be described as age appropriate or involves inappropriate sexual knowledge or motivation;
- The degree of physical aggression, intimidation or bribery;
- The victim's experience of the behaviour and the impact it is having on their routines and lifestyle (e.g. not attending the academy);
- Attempts to ensure secrecy;
- Duration and frequency of behaviour.

The interests of the identified victim must always be the paramount consideration.

- sexual violence refers to the most serious sexual offences (rape, assault by penetration and sexual assault), these are covered by statute so should be referred directly to the police
- sexual harassment and sexual bullying do not include the most serious sexual offences so, depending on the context and nature of harassment or bullying, you may decide not to inform the police immediately or at all but rather to refer to children's social care or specialist support services, such as Rape Crisis
- a child aged under 13 cannot consent to any sexual activity
- the academy has a clear reporting procedure for both staff and pupils. Children are able to report to a member of staff of their choosing as they have sufficient training and will pass the incident to the Designated Safeguarding Lead according to normal safeguarding procedures
- any child making a disclosure or report, no matter what the content, should feel believed, that they will be taken seriously, that they will be supported and that they will be kept safe. They should never feel like they are creating a problem, that they are to blame for what has happened or feel ashamed to report disclosures or reports may come via friends or friend's parents and the student should not be asked why they chose to disclose in that way or why they did not respond in a different way, such as tell someone sooner
- the Designated Safeguarding Lead, or their Deputy, should take the leading role when responding to a disclosure. The first person to hear the disclosure may be called to attend Crown Court as a witness and asking leading questions may undermine a police investigation. The priority is always the immediate safety of the child, not gathering information (the police will do that)
- professional judgement should be supported by other agencies, including children's social care and the police
- all concerns, discussions, decisions and reasons for decisions should be carefully recorded
- specialist support services such as SoS Rape Crisis can support with risk assessments and safety planning for victims

- The NSPCC has a helpline for professionals at help@nspcc.org.uk or **0808 800 5000**

When responding to sexual bullying:

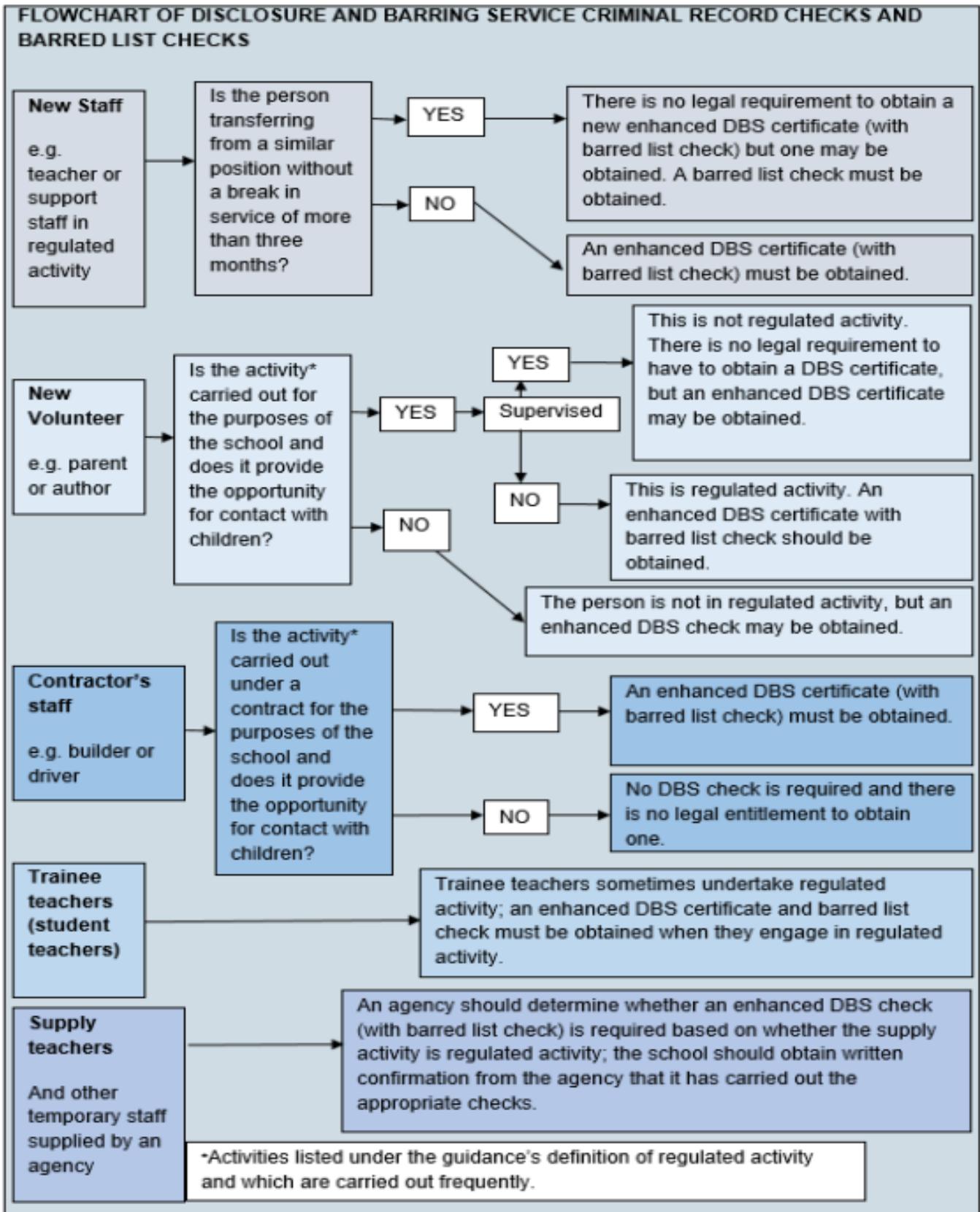
- Listen and take complaints seriously. Children and young people frequently report that they are not listened to or believed when they try to report bullying – this is particularly the case for disabled young people and those with SEN. Take every complaint seriously, talk to the young person about action they would like you to take and respect this as far as it allows you to keep the young person safe. Be mindful not to ask leading questions as this could bias the response to a serious incident that may need further escalation.
- Record and report as soon as possible.
- Report all incidents to the Designated Safeguarding Lead (DSL). Regardless of how serious you determine the incident to be, the DSL should decide whether it needs to be reported to the police or to the local children's services department. Keep a record of incidents. Bullying by its very nature is repetitive and so careful record keeping allows the identification of whether this is a one off incident, or a pattern of behaviour. It also provides important evidence should there be a need to sanction a child at a later date, or provide information in the event of a further incident or investigation or sanction as appropriate but take every opportunity to educate. The sanctions taken will depend on the nature of the incident, and the age and development level of the child involved. However, every incident should be an opportunity to educate the child or children involved as to the appropriate way to behave, and should be used as a basis for further work with the wider pupil and staff body to address these issues. The nature of bullying is that it is repetitive, and so it is vital to check that lessons have been learnt, and that the behaviour has stopped.
- Confidentiality is vital. These can be embarrassing and difficult issues for children and young people to share and disclose and so it is very important that they trust you to keep information private (as far as you are able, according to the academy safeguarding policy). Only share on a need to know basis and consider carefully how and when you share information with parents and carers. **Compliance with General Data Protection Regulation is to be consistently maintained.**
- Don't forget incidents outside of the academy environment. All headteachers have powers to sanction behaviour outside of the academy 'to such an extent as is reasonable' (Section 90 of the Education and Inspections Act 2006). This is particularly pertinent to 'cyber' related bullying, bullying on transport to and from the academy, and bullying on academy trips.

Additional actions when a pupil makes a disclosure and allegation against another child:

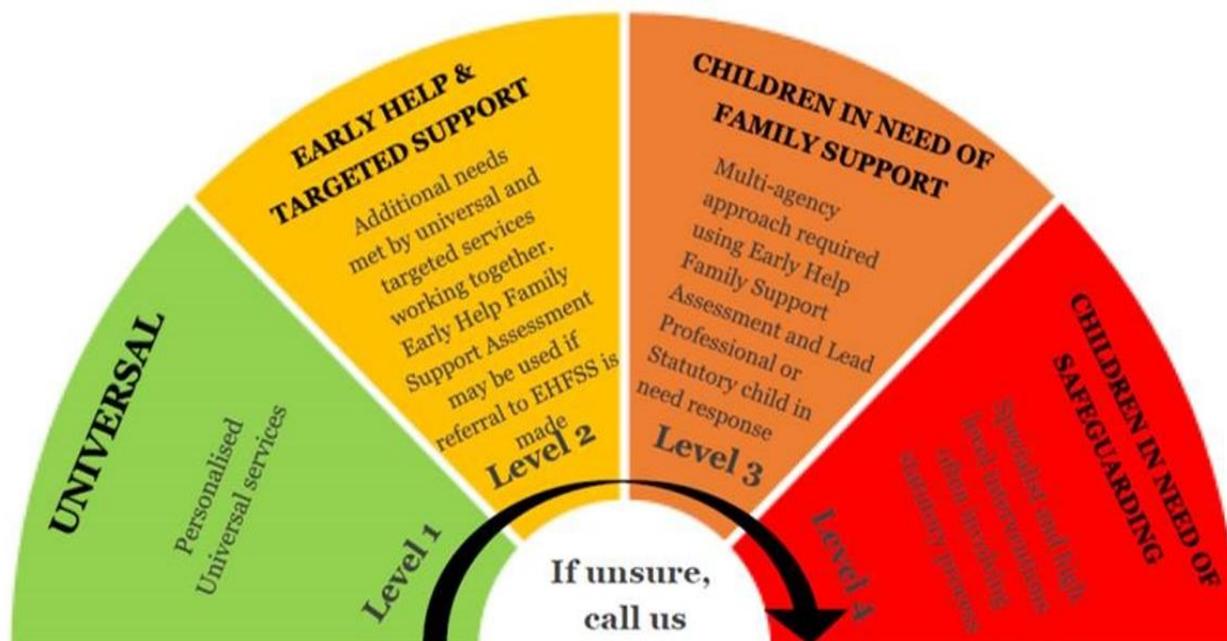
- the victim, the alleged perpetrator and any other children involved or impacted need to be supported and safeguarded
- sexual bullying and sexually harmful behaviours should not be considered as part of growing up, as 'banter' or as 'boys being boys'
- if there is an open police investigation, the suspect may have bail conditions but will more likely be released under investigation, both come with conditions which the academy must support the suspect to adhere to (typically this is to not contact the victim, directly or indirectly, and to not be in their vicinity)
- the victim's educational experience should not be significantly affected by disclosing and it is essential they do not feel they are being sanctioned for speaking out
- disciplinary action can be taken by the academy even when there is an ongoing police investigation and sanctions should not be passed over just because police are involved (but consideration should be given to prejudicing the investigation)
- it is good practice for both the victim and alleged perpetrator's parents to be informed to explain what support is being put in place but information should not be shared about the pupil who is not their child
- SoS Rape Crisis can support with risk assessments and safety planning for victims and provide support for their parents
- staff must be vigilant against bullying of the victim and alleged perpetrator
- all concerns, discussions, decision and reasons for decisions should be carefully recorded

Sexual violence, sexual harassment and sexual bullying of or by any member of the academy community, on or off the academy premises, is not acceptable and it will never be tolerated. If you experience sexual violence, sexual harassment or sexual bullying this needs to be reported to a member of staff immediately.

Appendix 2: Flowchart for DBS Checks



Appendix 3 Southend Windscreen of Need and Levels of Intervention



Nothing is more important than the welfare of a child. Parents and carers have the primary responsibility for their children. However, local authorities, working with partner agencies, have specific duties to safeguard and protect the welfare of all the children and young people in their area and everyone who comes into contact with children and young people has a role to play.

Safeguarding and promoting the welfare of children can be defined 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
-

Working Together to Safeguard Children sets out a clear expectation that local agencies will work together and collaborate to identify children and young people with additional needs and provide support as soon as a problem emerges. Working Together is a statutory guidance and all practitioners working, or having contact with, children and young people are required to read and understand it so they can meet their legal obligation to keep children safe.

Providing early help is far more effective in promoting the welfare of children – and keeping them safe – than reacting later when any problems, for example neglect, may have become more entrenched. The importance of using a child-centred approach in following the child's journey is also emphasised. All services which are provided must be based on a clear understanding of the needs and views of the individual child in their family and community context.

Along the continuum of services become increasingly targeted and specialised according to the level of need. Children's needs are not static, and they may experience different needs – at different points of the continuum – throughout their childhood years.

The continuum of need matrix does not provide an exhaustive list but provides examples that can be used as a tool to assist assessment, planning and decision making when considering the needs of children/young people and their safeguarding needs in particular. Any safeguarding indicators of concern should always be considered alongside any related needs. It should be remembered that some children/young people will have additional vulnerability because of their disability or complex needs and the parental response to the vulnerability of the child must be considered when assessing needs and risks.

Southend on Sea have adopted the Graded Care Profile 2 (GCP2) to help professionals from across the partnership to support families where neglect is a key feature; this forms part of a wider piece of work in addressing childhood neglect. The GCP2 is a tool designed to provide an objective measure of the care

of children who are, or maybe suffering from neglect. It is primarily based on the qualitative measure of the commitment shown by parents or carers in meeting their children's developmental, emotional, physical and safety needs. Information is available on the Safeguarding Partnership website <https://safeguardingsouthend.co.uk/>

Where there is an urgent and immediate need to protect a child, dial 999 to contact the Police. Otherwise for all other children/young people who may be at risk of significant harm, contact MASH+ as soon as possible.