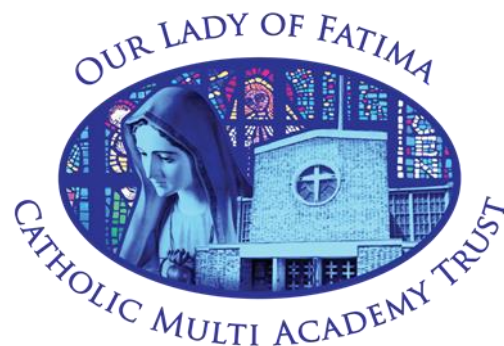




Child protection Policy

September 2026.

	St Alban's 	St Luke's 	St John Fisher
Executive Head Teacher of the Trust	Mr I Kendal (across Trust)		
DESIGNATED SAFEGUARDING LEAD:	Mrs A-M Black	Mrs A-M Kendal	Mr P Kenny
SENIOR SAFEGUARDING LEAD:	Miss Kendell (St Alban's and St Luke's)		Mrs O'Regan
DEPUTY DESIGNATED SAFEGUARDING LEAD:	Mr Foster Mrs White	Miss Crick Mrs Hawkins	Mr Horsford
DEPUTY DESIGNATED SAFEGUARDING LEAD:	Mr I Kendal (across Trust)		
DESIGNATED SAFEGUARDING GOVERNOR:	Mr John Johnson (Trust wide)		

Trust Mission and vision:

Through God's Love we can learn together, grow together and achieve together so that we become a community of disciples inspired by the love of Our Lady and the teaching of the Gospel.

Our Lady of Fatima Catholic Multi Academy Trust is a charitable company limited by guarantee registered in England and Wales under company registration number: 07696069 and registered address: St. Alban's Catholic Academy, First Avenue, Harlow, Essex, CM20 2NP.

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1. Introduction

“Safeguarding and promoting the welfare of children is everyone’s responsibility. In order to fulfil this responsibility effectively, all practitioners 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, 2026)

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

- ☐ Keeping Children Safe in Education (DfE, 2026)
- ☐ the Behaviour policy
- ☐ the Staff Behaviour policy (sometimes called Staff Code of Conduct)
- ☐ the safeguarding response to children missing from education
- ☐ the role of the Designated Safeguarding Lead (Annex B of KCSIE)

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

- ☐ Providing help and support to meet the needs of children as soon as problems emerge
- ☐ protecting children from maltreatment, whether that is within or outside the home, including online
- ☐ preventing the 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 school has a whole-school approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do and that it underpins all systems, processes and policies. We will always listen to and advocate for children and ensure that our work reflects the voice of the child.

It is important that our values are understood and shared by all children, staff, parents/carers, governors and the wider school community. We believe that everyone who comes into contact with children has a role to play in safeguarding them and that, only by working in partnership, can we truly keep children safe.

2. Statutory Framework

There is government guidance set out in [Working Together to Safeguard Children \(DfE 2026\)](#) 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. In Essex, these arrangements sit under the [Essex Safeguarding Children Board \(ESCB\)](#). The statutory partners are Essex County Council, Essex Police and the NHS Integrated Care Board covering the county.

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

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

Guidance

- [Keeping children safe in education](#) (DfE, 2026)
- [Working Together to Safeguard Children](#) (DfE, 2026)
- [Working Together to Improve School Attendance](#) (DfE, 2026)
- [Generative AI: Product Safety Expectations](#) (DfE, 2026)
- [School Suspensions and Permanent Exclusions](#) (DfE, 2026)
- [Meeting Digital and Technology Standards in Schools and Colleges](#) (DfE, 2026)
- [Restrictive Interventions, Including use of Reasonable Force in Schools](#) (DfE, 2026)
- [Mobile Phones in Schools](#) (DfE, 2026)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) (DfE, 2025)
- [Children Missing Education: Statutory Guidance for Local Authorities and Schools](#) (DfE, 2025)
- [Behaviour in Schools](#) (DfE, 2024)
- [Information Sharing](#) (DfE, 2024)
- [Teaching Online Safety in Schools](#) (DfE, 2023)
- [Searching, Screening and Confiscation in Schools](#) (DfE, 2023)
- [Preventing and Tackling Bullying](#) (DfE, 2017)
- [What to Do if you're Worried a Child is Being Abused](#) (HMG, 2015)
- [Information Sharing Advice for Safeguarding Practitioners](#) (DfE, 2024)
- [Early Help and Effective Support](#) (Essex Safeguarding Children Board, 2026)
- [Education Access Team - Children Missing Education/Home Education Policy and Practice](#) (Essex County Council, 2023)
- Children's Wellbeing and Schools Act 2026
- Crime and Policing Act 2026
- Victims and Prisoners Act 2024
- Domestic Abuse Act 2021
- Data Protection Act 2018
- Children and Social Work Act 2017
- Counter-Terrorism and Security Act 2015
- Serious Crime Act 2015
- Education (Pupil Registration) Regulations 2006
- Children Act 2004
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
- Education Act 2002
- Children Act 1989

3. Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them, promote an inclusive and anti-discriminatory culture and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools, the Local Authority and other agencies 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[s]) are displayed 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 Trustees and the Local Governing Committee

The Trustees and the Local Governing Committee have strategic leadership responsibility for safeguarding in our schools. It ensures that our safeguarding arrangements comply with all legal duties and that our policies, procedures and training are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place, that the Child Protection Policy reflects Statutory and Local Guidance and that it is reviewed at least annually.

There is a named Governor for safeguarding arrangements, and they are also named on the front cover of this document. This Governor takes strategic responsibility at Governing Body level for safeguarding arrangements in our Trust and leads on a 'whole-trust approach' to this. The Trustees and the Local Governing Committee ensures there is a named Designated Safeguarding Lead and at least one Deputy Designated Safeguarding Lead in place in each school.

The Trustees and the Local Governing Committee ensures the Trust engages with statutory safeguarding partners and contributes to multi-agency working, in line with Statutory and Local Guidance. It understands the importance of sharing information in keeping children safe and ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The Trustees and the Local Governing Committee ensures that all adults in our Trust (including Governors / Trustees) who work with children receive Safeguarding and Child Protection training at induction, as appropriate, and that it is regularly updated.

The Trustees and the Local Governing Committee ensures our pupils are taught about Safeguarding (including online safety) through teaching and learning opportunities as part of a broad and balanced curriculum. We teach our children how to keep themselves safe and we work in accordance with Statutory Guidance to help children recognise and respond to risk and to prevent them from coming to harm. We comply with Government Regulations which make the subjects of Relationships Education (for primary age pupils) and Relationships and Sex Education (for Secondary age pupils) and Health Education (for all pupils in state-funded schools) mandatory.

The Trustees and the Local Governing Committee have specific duties around online safety and ensures we have appropriate filtering and monitoring systems in place to keep our children safe online. These arrangements are reviewed at least annually to ensure they are effective.

The Trustees and the Local Governing Committee are responsible for ensuring that adults in our school are suitable – this is done by:

- ensuring we have in place Safer Recruitment procedures that help to deter, reject or identify people who might abuse children
- ensuring we meet statutory responsibilities to check adults working with children and have recruitment and selection procedures in place (see the school's 'Safer Recruitment' Policy for further information)
- ensuring volunteers are appropriately supervised in school
- online safety (including strategic oversight of filtering and monitoring systems to support this)

It also ensures there is an appropriate Staff Code of Conduct Policy in place, so that adults when they start work with us are clear of the boundaries within which they operate. The Trustees and the Local Governing Committee ensures all staff are aware they must follow this policy and that appropriate action is taken where this does not happen.

The Headteacher

The Teachers' Standards 2012 state that teachers (which includes Executive Headteacher and Heads of School) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. Our Executive Headteacher and Heads of School work in accordance with all statutory requirements for Safeguarding and are responsible for ensuring that safeguarding policies and procedures adopted by The Trustees and the Local Governing Committee are understood and followed by all staff.

The Designated Safeguarding Lead (and Deputy / Deputies)

The Designated Safeguarding Leads take lead responsibility for Safeguarding and Child Protection in our Trust. Their role includes managing Child Protection referrals, working with other agencies, ensuring all staff are appropriately trained, leading on online safety (including filtering and monitoring standards), managing and sharing safeguarding information and Child Protection files 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 any referrals to Essex Children's Social Care (Children and Families Hub) and/or the Police are made in a timely way and 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 Leads 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 Leads are able to act in their absence, so there is always cover for this role.

All Trust Staff

Everyone in our Trust has a responsibility to provide a safe learning environment where our children can learn. We recognise the need to identify concerns, as they emerge, so we can stop them from escalating, and all staff are therefore aware of how to identify children who may benefit from early help. They are particularly alert to children who may have additional need for support either in community-based early help or through access to other agencies.

All staff are aware of the types of abuse and safeguarding issues that can put children at risk of harm. Our staff are aware of the indicators of abuse, neglect, exploitation and modern slavery and they understand that children can be at risk of harm inside and outside of their home or our setting and also online. Our staff recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination and the effect these experiences may have on them.

Our staff members are aware of and follow Trust Safeguarding processes (as set out in this Policy) and also know how to make a referral to Social Care, if there is a need to do so. Staff understand that, if they have any concerns about a child's welfare, they must act on them immediately and speak with the Designated Safeguarding Lead (or Deputy/ies) – we do not assume that others have taken action.

Our staff understand that children may not always feel able or know how to tell someone that they are being abused. This may be because they are embarrassed, scared or do not recognise they are experiencing abuse. We understand that other children as well as adults can cause harm and that there are many factors which may impact on our children's welfare and safety. We also understand safeguarding in the wider context (Contextual Safeguarding) and recognise that abuse and neglect rarely occur in isolation and that in most cases multiple issues will overlap.

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

4. Types of Abuse/Specific Safeguarding Issues

Keeping Children Safe in Education describes abuse as 'a form of maltreatment of a child'. It sets out that:

"Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others... 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 by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse."

The guidance refers to four main categories of abuse:

- ☐ **Physical:** a form of abuse causing physical harm to a child – this includes where an adult fabricates or deliberately induces illness in a child
- ☐ **Emotional:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development
- ☐ **Sexual:** forcing or enticing a child to take part in sexual activities (through actual physical or online contact)

- ❑ **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development (neglect may also occur during pregnancy)

In addition, Annex A of Keeping Children Safe in Education contains important information about specific forms of abuse and safeguarding issues. Some of these, and our approach to them, are explained here:

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

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.

Essex has adopted the following definition for CCE: *'Child Criminal Exploitation is common in County Lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 years. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation doesn't always involve physical contact; it can also occur through the use of technology.'* (Home Office, 2018)

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.

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 and it can be committed by an individual or an organised network. In Essex, the definition of CSE from the Department of Education (DfE, 2017) has been adopted: *"Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".*

We recognise that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our Trust 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 Leads will lead on these issues and work with other agencies as appropriate.

Risk in the Community (RIC)

Risk in the Community is the Essex partnership approach to tackling criminal and sexual exploitation of children and young people.

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

Child-on-Child Abuse (including harassment, violence and sexualised behaviours)

Child on Child Abuse can manifest itself in many ways and may occur in person and / or online. This may include bullying (including cyber bullying), physical abuse, physical / sexual assault, harmful sexual behaviours, 'up-skirting', 'sexting' or initiation / hazing type violence and rituals and discriminatory behaviour (including racism, faith-targeted abuse, and other prejudice-based incidents). We do not tolerate harmful behaviour of any kind in school and will take swift action to intervene where this occurs, challenging inappropriate behaviours when they occur to prevent them from escalating. We do not normalise harmful behaviour or abuse, and it is not tolerated in our setting. Our culture is very much one of kindness, compassion, hope, connection and belonging.

Any incidents of Child-on-Child Abuse will be managed in the same way as any other Child Protection Concern, and we will follow the same procedures. We will seek advice and support from other agencies as necessary and ensure that appropriate agencies are involved when required.

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

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

Further information can be referenced in Appendix H (Harmful Sexual Behaviour) as well as the Trust's Behaviour and Anti-Bullying Policies.

Children who are Absent 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. We recognise that good attendance begins with our schools being somewhere our children want to be, and also that some children find it harder to attend school for a range of reasons. We will always try to understand underlying reasons for absence and will work collaboratively with other partners to support children to attend school and to ensure that they receive the right help at the right time.

A child missing education is a potential indicator of abuse or neglect, and we follow the procedures for Unauthorised Absence and for Children Missing in Education. It is also recognised that, when not in school, children may be vulnerable to or exposed to other risks. We believe that early intervention to address absence from school is vital, so we work with parents/carers and other partners to keep children in school and remove any barriers to them accessing their education.

Parents should always inform us of the reason for any absence. Where this does not happen, we will attempt contact with parents (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). Where contact is not made, a referral may be made to another appropriate agency (Children Missing Education Team, Social Care and/or Police). Our schools 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.

Domestic Abuse

Domestic Abuse can involve a wide range of behaviours and may be a single or multiple/ongoing incidents. It can include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. We understand that anyone can be a victim of Domestic Abuse, and that it can take place inside or outside of the home.

Our Trust recognises that exposure to Domestic Abuse (either by witnessing or experiencing it) can have a serious, long-term emotional and psychological impact on children. We work with other key partners, and we receive and 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.

As part of our safeguarding arrangements and our work with safeguarding partners, our school has signed up to [Operation Encompass](#). Operation Encompass is a National Initiative, which aims to provide support to children who have experienced Domestic Abuse. It means the Police inform us if they have attended an incident of Domestic Abuse which involves a child on our roll, so that appropriate support can be put in place. Any information in relation to this will be held on the child's Child Protection File, as with any other safeguarding information.

In Essex, the [Southend, Essex and Thurrock Domestic Abuse Board \(SETDAB\)](#) is responsible for designing and implementing the Domestic Abuse Strategy and provides advice, guidance and resources to support work around domestic abuse.

Harmful Sexual Behaviour

We understand that children's sexual behaviours exist on a continuum, ranging from age-appropriate/developmental to inappropriate/problematic/abusive. We also understand that Harmful Sexual Behaviour and Child-on-Child Abuse can occur between children of any age and gender, either in person or online. We recognise that children who display Harmful Sexual Behaviour may have experienced their own abuse and trauma, and we will support them accordingly.

Our Trust has a 'zero-tolerance' approach to Harmful Sexual Behaviour of any kind, and any inappropriate behaviour is challenged and addressed to prevent it from escalating. We do not accept misogynistic or misandrist behaviours and work in accordance with all Statutory Guidance in relation to such behaviours and with other agencies as appropriate.

We seek to teach our pupils about healthy and respectful relationships, boundaries and consent, equality, the law and how to keep themselves safe (on and offline).

Further information can be referenced in Appendix H (Harmful Sexual Behaviour) as well as the Trust's Behaviour and Anti-Bullying Policies.

Mental Health

We recognise that good mental health for all our children and staff is very important, and we understand the part our Trust plays in this. We work to develop the emotional wellbeing and resilience of all children and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which can increase someone's vulnerability and also protective factors that can promote or strengthen resilience. The more risk factors present in someone's life, the more protective factors or supportive interventions are needed to counter-balance these to promote resilience and keep children safe.

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

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

Online Safety

We recognise that our children are growing up in an increasingly complex world, living their lives on and offline. Whilst this presents many positive and exciting opportunities, we recognise it also presents challenges and risks, in the form of:

- ❑ **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, misandry, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories

- ❑ **Contact:** being subjected to harmful online interaction with other users or generative AI applications that simulate this; 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:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying including those generated using AI and online bullying,
- ❑ **Commerce:** risks such as online gambling, inappropriate advertising, phishing and / or financial scams

All staff in our Trust are aware of the risks to children online. We understand any child can be vulnerable online, and that their vulnerability can vary according to age, developmental stage and personal circumstances. We aim to equip all our pupils with the knowledge they need to use the Internet and technology safely, and we want to work with parents to support them to keep their children safe online.

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

Further information about our approach to online safety is available in our Online Safety Policy.

Prevention of Radicalisation

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

The Prevent Duty requires schools to:

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

Channel is a National Programme which focuses on providing support at an early stage to individuals identified as vulnerable to being drawn into terrorism. If a child on roll at our school is referred to the Channel Panel, a representative from the school may be asked to attend a meeting to help with an Assessment and Support Plan.

Our Trust 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 the Local Authority Education Prevent Lead or appropriate agencies and, if necessary, refer to the Police and/or Social Care.

Serious Violence

Serious violence may involve physical assault or carrying, threatening with or using a weapon. It can also be associated with Child Criminal Exploitation, and our staff are aware of the risk factors and indicators which may signal that children are at risk from or involved with serious violent crime.

As with any other safeguarding issue, we will assess risk based on information received and our understanding of potential and actual violence. Any concerns will be addressed to help safeguard all children and we will work with other appropriate agencies to do so. We will always take a proportionate approach to such matters, whilst ensuring that all children and staff are appropriately safeguarded.

Honour or Faith-Based Abuse (including Female Genital Mutilation and Forced Marriage)

Honour or Faith-Based Abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. We understand that this form of abuse often involves a wider network of family or community pressure and can include multiple perpetrators.

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.

The Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of FGM where it appears to have been carried out on a girl under the age of 18. Our Trust 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. We will always report any concerns that a child may be or has been subjected to a forced marriage and will work with the appropriate agencies.

5. Procedures

Our Trust works with key local partners to promote the welfare of children and protect them from harm. This may be a co-ordinated offer of community-based early help when additional needs of children are identified or contributing to inter-agency plans which provide additional 'Family Help' support through a Child in Need Plan or at a Child Protection Plan level.

All staff members have a duty to identify and respond to suspected or 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 a Designated Safeguarding Lead (or, in their absence, a Deputy Designated Safeguarding Lead/s).

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, 2026)
- ☐ [Early help and effective support - Essex Safeguarding Children Board](#)
- ☐ Keeping Children Safe in Education (DfE, 2026)
- ☐ Working Together to Safeguard Children (DfE, 2026)
- ☐ PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Any staff member or visitor to the schools in our Trust, must refer any concerns to a Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead/s. 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 [Essex Effective Support](#). We 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 another agency, with parents or carers. However, we will not do so where it is felt that to do so could place a child at greater risk of harm or may impede a criminal investigation. If it is necessary for an external agency to meet with a child in school, we will always seek to inform parents or carers, unless we are advised not to by that agency. 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.

All staff understand that, if they continue to have concerns about a child, feel a concern is not being addressed or that a situation does not appear to be improving for a child, they should raise this with a Designated Safeguarding Lead/s.

Where an immediate response is required, and if for any reason a Designated Safeguarding Lead (or Deputy) is not immediately available, this will not delay any appropriate action being taken. Safeguarding contact details are displayed, around the schools in the Trust, to ensure that all staff members have access to urgent 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/s (and Deputy/Deputies) and how to share concerns with them. We also provide information on safeguarding to any visitor to our school, so they understand how to report a concern if they have one.

6. 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
- Children with Special Educational Needs, disabilities or health issues
- Children requiring support with mental health

- Young carers
- Children with medical needs
- Children who are lesbian, gay or bisexual
- Children who are questioning their gender

Our Trust understands that children with Special educational needs (SEN) and/or disabilities can face additional safeguarding challenges and that barriers can exist when recognising abuse and neglect for these children. These can include:

- ☐ That indicators of possible abuse such as behaviour, mood and injury relate to the child's disability
- ☐ That they may be more prone to peer group isolation than others
- ☐ That they may be disproportionately impacted by things like bullying, without outwardly showing signs
- ☐ Potential communication difficulties in managing or reporting abuse or recognising that abuse is occurring
- ☐ Potential additional risks due to higher dependency on adults and / or need for intimate care
- ☐ Issues with understanding the risks online and how it may influence their behaviour

We work with Social Care and other relevant agencies to ensure there is a joined-up approach to planning for all children and that they receive the appropriate help and support.

7. Training

In line with Statutory Requirements, the Designated Safeguarding Lead/s (and Deputy/Deputies) undertake Level 3 Child Protection training at least every two years. The Executive Headteacher, Heads of School, all staff members and Governors receive appropriate Child Protection training which is regularly updated and in line with advice from the Essex Safeguarding Children Board (ESCB). In addition, all staff members and other adults working with children in our schools receive Safeguarding and Child Protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. We keep records of any Safeguarding/Child Protection training undertaken by staff and Governors.

The Trust ensures that the Designated Safeguarding Lead/s and Deputies also undertake training in inter-agency working and other matters as appropriate.

8. Information Sharing and Confidentiality

Sharing information is a vital part of safeguarding work and we understand how important it is and its role in safeguarding arrangements. We will always use our professional judgement to ensure that information shared is focused and proportionate and we are signed up to the Education and Learning Information Sharing Protocol which includes how to share and receive information for safeguarding purposes.

For Further information Governance, see [Information Sharing Protocol \(ISP\)](#)

We understand that no individual knows everything about a child or family. 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 (and will not) 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 are regularly reviewed; and our online Trust Privacy Notices accurately reflect our use of data for Child Protection purposes.

A member of staff will never guarantee confidentiality to anyone (including parents/carers or pupils) about a safeguarding concern, nor 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/s (or Deputy) and may require further referral to and subsequent investigation by appropriate authorities.

In some cases, it may be necessary for the Designated Safeguarding Lead/s (or Deputy) to share information on individual Child Protection cases 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.

Information sharing can help to ensure that a child receives the right help at the right time and can prevent a concern from becoming more serious and difficult to address.

9. Child Protection Records

Accurate records are an essential aspect of effective Child Protection practice. Our Trust is clear about the need to record any concern held about a child or children within our schools and when these records should be shared with other agencies.

CPoms: Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will make an accurate Online Record (using CPoms) 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 verbal conversations should be promptly recorded online (using CPoms). This is then sent to the Designated Safeguarding Lead (or Deputy/ies), who will decide on appropriate action and record this accordingly. The member of staff writing the concern **must** message (via TEAMS) the DSL or Deputy DSL to inform them that there is a concern. Should access to CPoms be impossible (limited/no Internet connection) staff are expected to make a paper record immediately and pass this to the DSL. As soon as practicable possible the record should then be transferred to CPoms.

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 reported to a Designated Safeguarding Lead (or Deputy), who will decide on appropriate action and record this accordingly.

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 securely forwarded to the new setting. We will obtain evidence that they have been safely received by the new school and then destroy any records held in our schools. Where appropriate, the Designated Safeguarding Lead may also make contact with the new 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 Trust, we will request Child Protection records from the previous educational establishment (if none are received).

10. Multi-Agency Working

We understand the importance of agencies working together to keep children safe, and there is a legal requirement to do so.

We work with other relevant agencies such as Social Care, Police, the Virtual School and Health/Mental Health Services to support children and keep them safe. This includes where a child in our Trust (or sometimes who was previously with us) has a Child in Need, Child Protection or Care Plan. Where this is the case, it is the responsibility of the Designated Safeguarding Lead to ensure our schools are represented at, and that a report is submitted to, any Statutory Meeting called. Where possible and appropriate, any report will be shared in advance with the parent(s)/carer(s). The member of staff attending the meeting will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions.

If a child is subject to a Care, Child Protection or a Child in Need plan, the Designated Safeguarding Lead will have oversight of their school attendance, emotional wellbeing, academic progress, welfare and presentation, linking with the Essex Virtual School, which has strategic oversight of this group of children. Where our school is part of the Core Group, the Designated Safeguarding Lead will ensure we are represented, provide appropriate information and contribute to the plan at these meetings. We will report on the child's progress in school, and any concerns about them will be shared at the meeting, unless to do so would place them at risk of harm. In this case, the Designated Safeguarding Lead would speak with the child's Key-Worker outside of the meeting, and as soon as there is a concern.

11. Allegations about Members of the Children's Workforce

We ensure all staff members (including agency staff) are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in our Staff Behaviour Policy/ Code of Conduct. All staff are regularly reminded of this through updates and training and are also informed about our Whistleblowing Policy.

Keeping Children Safe in Education (DfE 2026) and the SET procedures (ESCB 2026) set out the procedures in respect of allegations against an adult working with children (in a paid or voluntary capacity). These procedures should be followed where an adult has:

- Behaved in a way that has harmed a child, or may have harmed a child and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or

- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

Any concerns about an adult in our setting should be reported to Executive Headteacher/Heads of School or a Designated Safeguarding Lead, who will then decide how to take this forward. In some cases, it might not be clear whether an incident constitutes an allegation. If this is the case, it will be necessary for us to explore the concerns to establish some facts – this initial fact-finding is not an investigation, it is to clarify information and to direct our response to the concern.

Where an allegation against a member of staff is received, and it is felt that any of the above criteria apply, the SET procedures (ESCB, 2026) require this to be reported to the Duty Local Authority Designated Officer (LADO) at the Essex Children's Workforce Allegations Team at LADO@essex.gov.uk. We may not carry out any investigation before a Children's Workforce Allegations Team referral has been made.

In the event of an allegation relating to the conduct and behaviour of an agency member of staff, the Executive Headteacher, Heads of School (or Deputy) will liaise with the agency, while following due process, to facilitate a joint investigation or enable the agency to move this forward.

Any concern relating to the Heads of School, should be reported directly to the Executive Headteacher. Where the concern involves the Executive Headteacher, it should be reported directly to the Chair of Governors, who will refer the matter to the Workforce Allegations Team.

Staffing matters are confidential, and the Trust operates within a Statutory Framework around Data Protection. We do not share information about any individual staff member with anyone other than appropriate statutory agencies.

12. Behaviour, use of Physical Intervention and Reasonable Force

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

We work in accordance with the DfE guidance: [Use of Reasonable Force and other Restrictive Interventions Guidance \(DfE 2026\)](#).

13. Mobile Phones

In line with the [Mobile Phones in Schools \(DfE 2026\)](#), our school is a phone-free environment. Our approach to this forms part of our wider safeguarding arrangements and is detailed in our Behaviour Policy/Mobile Phone Policy.

14. Whistleblowing

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

Concern for a child or young person and their family

As concerns emerge

- ✓ In agency/organisation/education setting based meeting with the family

Consultation opportunities

- ✓ Consultation with your organisation's designated safeguarding person/safeguarding lead
 - ✓ TAFSO@essex.gov.uk
 - ✓ [Early Help Drop-ins](#) – (link will take you to days, time and joining info)
 - ✓ SET CAMHS Professional Consultation Line available Mon-Thurs 10am-midday. Tel: 0300 300 1996 - professionals only
- * Always record your concern and outcome of any consultation ***

Further resources available

- ✓ Review your concerns against the [Indicators of need](#) (within the Effective Support document)
- ✓ Find a service in the [Essex Directory of Services](#) or [Frontline](#)
- ✓ SEND needs [Essex Local Offer](#) or SEND [Information, Advice & Support](#)
- ✓ [Essex Child & Family Wellbeing Service](#)
- ✓ [Early Help plan template](#)

Safeguarding concerns for child, young person and their family

Consultation with your organisation's designated safeguarding person/safeguarding lead.

Safeguarding Consultation with the Children & Families Hub 0345 603 7627.

Submission of a [Request for Support](#) to the Children & Families Hub or use the Priority Line for most urgent child protection concerns (call 0345 603 7627 and ask for the priority line).

The Children and Families Hub triage the information shared and make a decision about level of need.

For those Requests for Support that do not require a Family Solutions or Children's Social Care intervention, the referrer will receive feedback explaining the rationale for the decision.

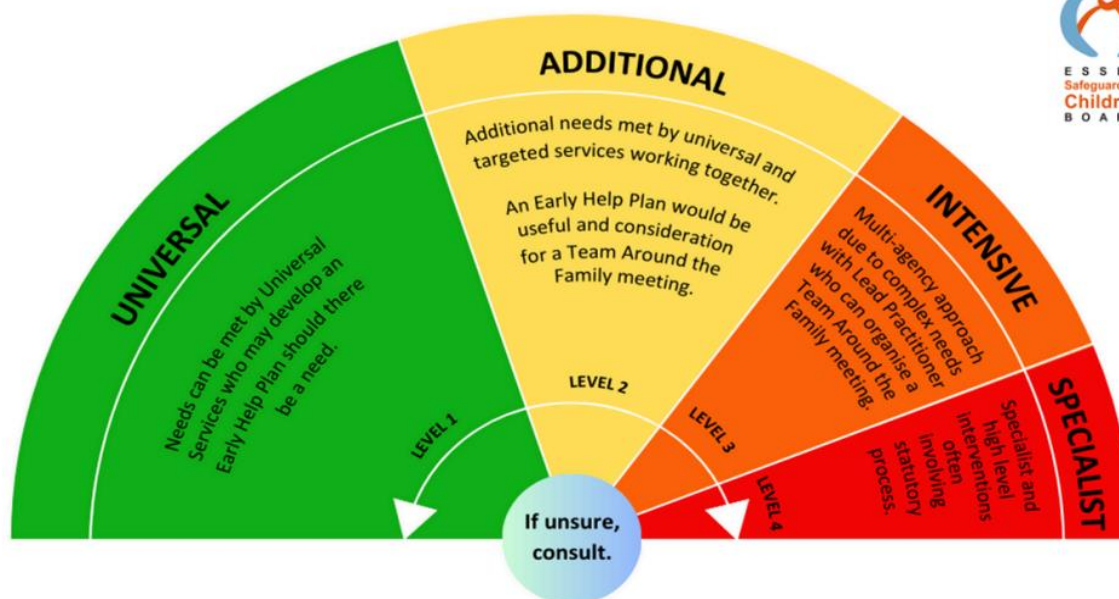
Early Help

Family Solutions

Children's Social Care

Appendix B: Essex Windscreen of Need and levels of intervention

The Effective Support Windscreen



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 have Missing Episodes

Definition

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)

Introduction

A child going missing could be a 'one-off' incident that, following investigation, does not need further work. However, multiple episodes of children who go missing can be an indicator of wider concerns (for example: exploitation, difficult home lives or poor mental health).

This guidance sets out the procedures to follow when children go missing from schools and other education settings, hereafter referred to as education settings. Missing children are among the most vulnerable in our community. Sometimes children go missing from education 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 education 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

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

Education setting staff may be asked to attend strategy meetings for a missing child and should prioritise attendance at these meetings. 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 education setting may be set actions as part of the Missing Prevention Plan and should receive a copy if consent has been provided.

When a Child goes Missing

When it is suspected that a child is missing from an education setting, this must be addressed immediately. Active steps to locate the child should be taken, for example, searching the premises and surrounding areas, attempting contact with the child by phone,

text and social media and contacting their parents/carers. If none of these actions locate the child, 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.

Education setting staff must inform the child's parents/carers that the child has been reported missing. Where the child has a Social Worker, 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.

When the Child is Found

If the child is found by education setting staff, or if the child returns to the setting 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.

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.

Missing Chats

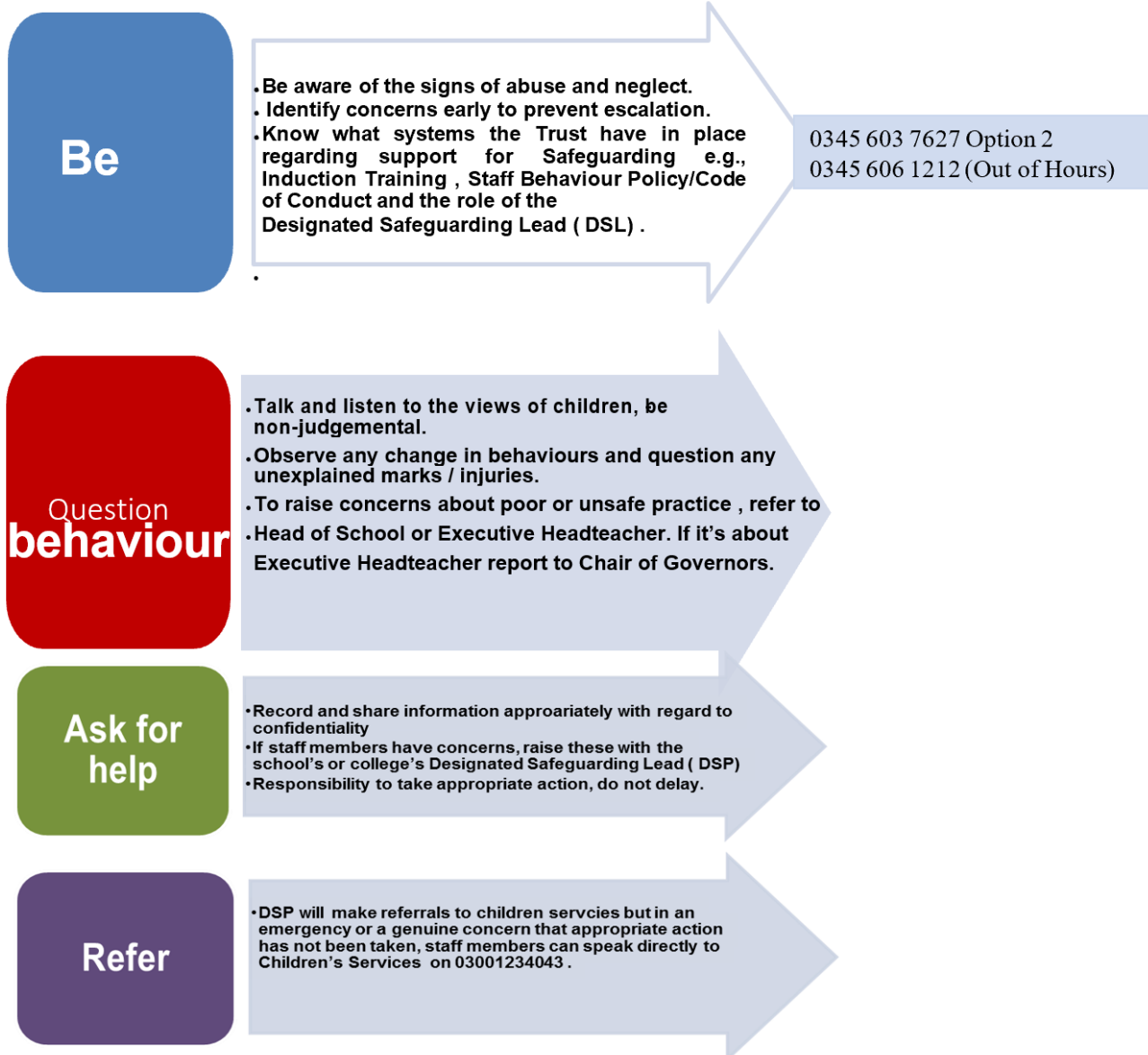
Each child years that is ten or older that returns from missing will be offered a 'missing chat' (an independent return from missing interview) by a person not involved in their care. This will be facilitated by the Local Authority with responsibility for the child.

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: What to Do if you are Worried a Child is Being Abused

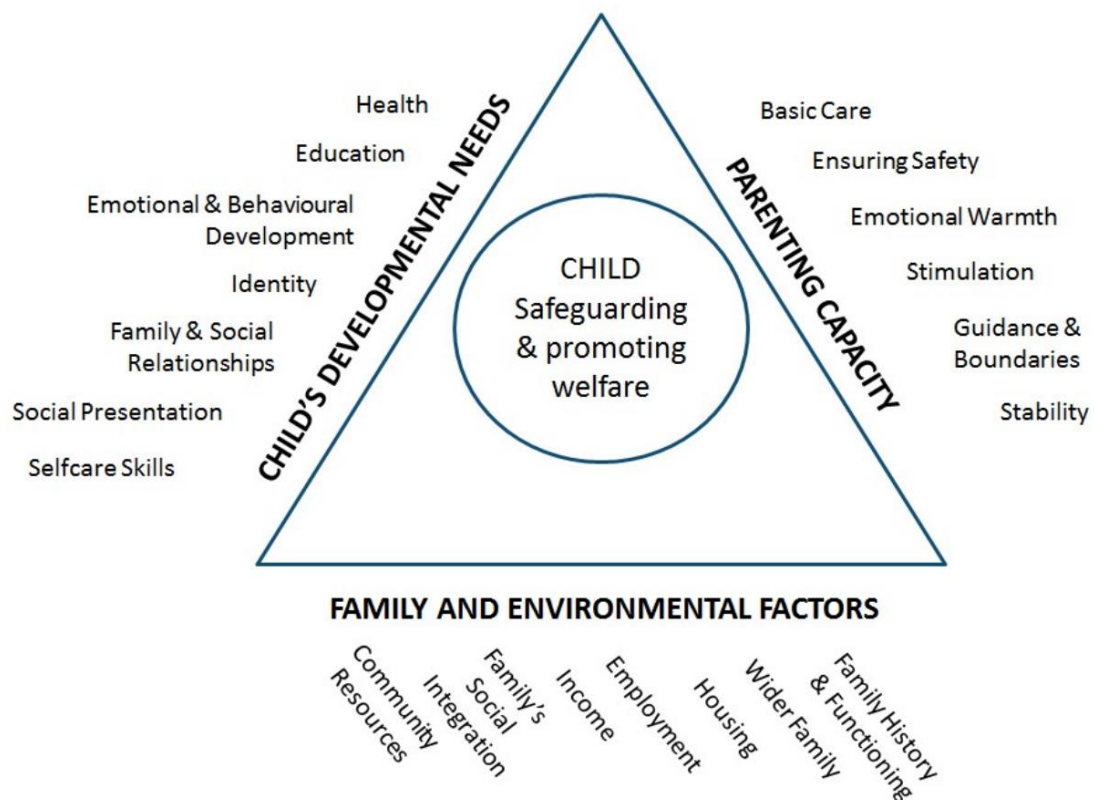


Appendix E: Indicators of Abuse and Neglect 1/5

The Framework for Understanding Children's Needs:

- [Working Together to Safeguard Children](#) (DfE, 2026)

Assessment Framework



Appendix E: Indicators of Abuse and Neglect 2/5

Physical Abuse	
<i>Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</i>	
Child	
Bruises – shape, grouping, site, repeat or Multiple	Withdrawal from physical contact.
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems.
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school.
Untreated injuries	Admission of punishment which appears Excessive.
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injury	Fabricated or induced illness.
Parent	Family/Environment
Parents with injuries	History of mental health, alcohol, or drug misuse or domestic violence.
Evasive or aggressive towards children or others	Past history in the family of childhood abuse, self-harm, Somatizing Disorder or false allegations of physical or sexual assault.
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help/parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

Appendix E: Indicators of Abuse and Neglect 3/5

Emotional Abuse	
<i>Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, not giving the child opportunities to express their views, making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including Cyber Bullying).</i>	
Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner', frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g., rocking, hairtwisting, thumb sucking)	Desperate attention-seeking behaviour.
Parent	Family/Environment
Observed to be aggressive towards children or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care	History of mental health, alcohol or drug misuse or domestic violence.
Previous Domestic Violence	History of unexplained death, illness, or multiple surgery in parents and/or siblings of the family.
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, Somatizing Disorder or false allegations of physical or sexual assault.
Mental health, drug, or alcohol difficulties	Wider parenting difficulties.
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

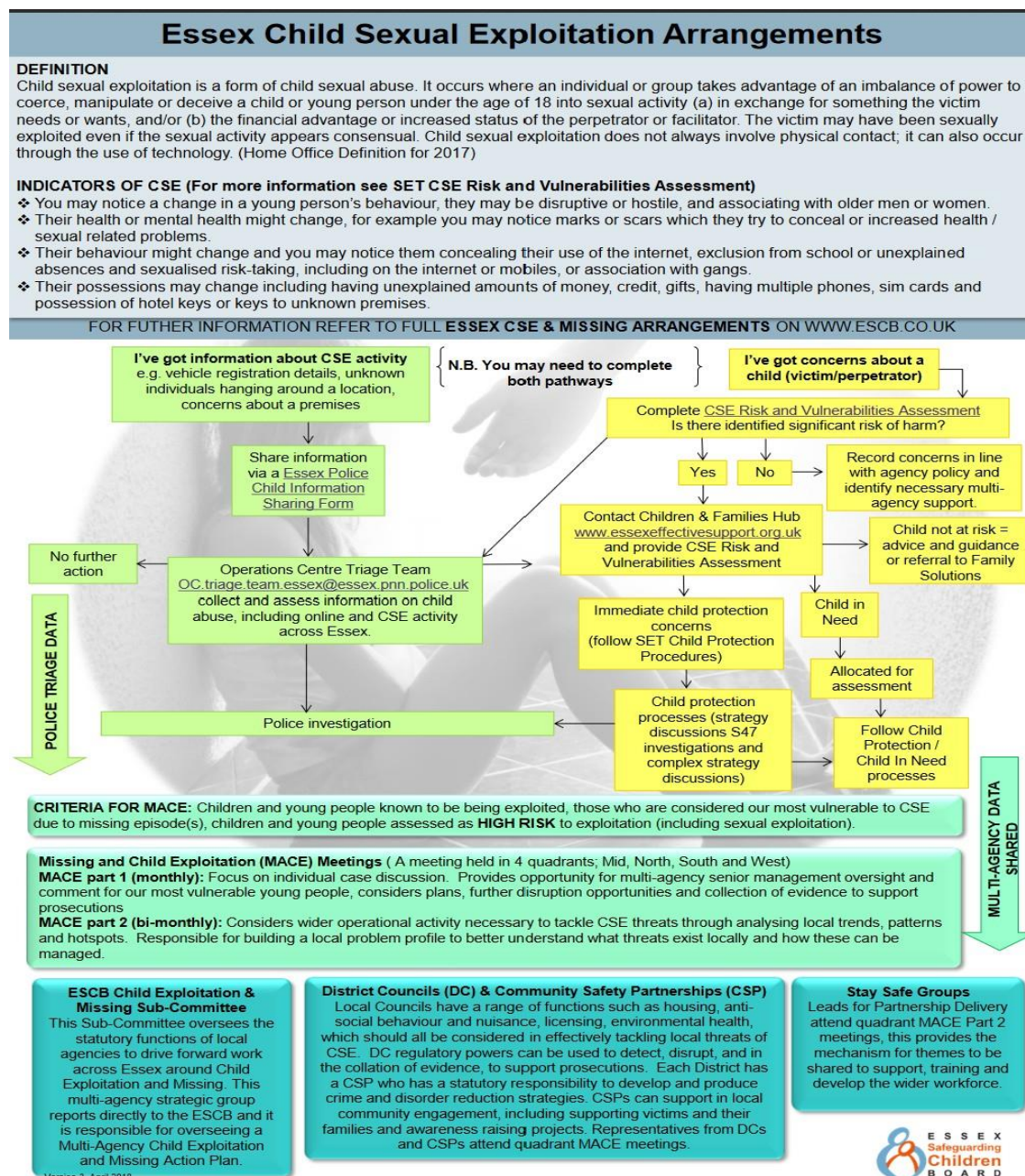
Appendix E: Indicators of Abuse and Neglect 4/5

Neglect	
<i>Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.</i>	
Child	
Failure to thrive - underweight, small stature	Low self-esteem.
Dirty and unkempt condition	Inadequate social skills and poor socialization.
Inadequately clothed	Frequent lateness or non-attendance at School.
Dry sparse hair	Abnormal voracious appetite at school or Nursery.
Untreated medical problems	Self-harming behaviour.
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness.
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships.
Parent	Family/Environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol, or drug misuse or domestic violence.

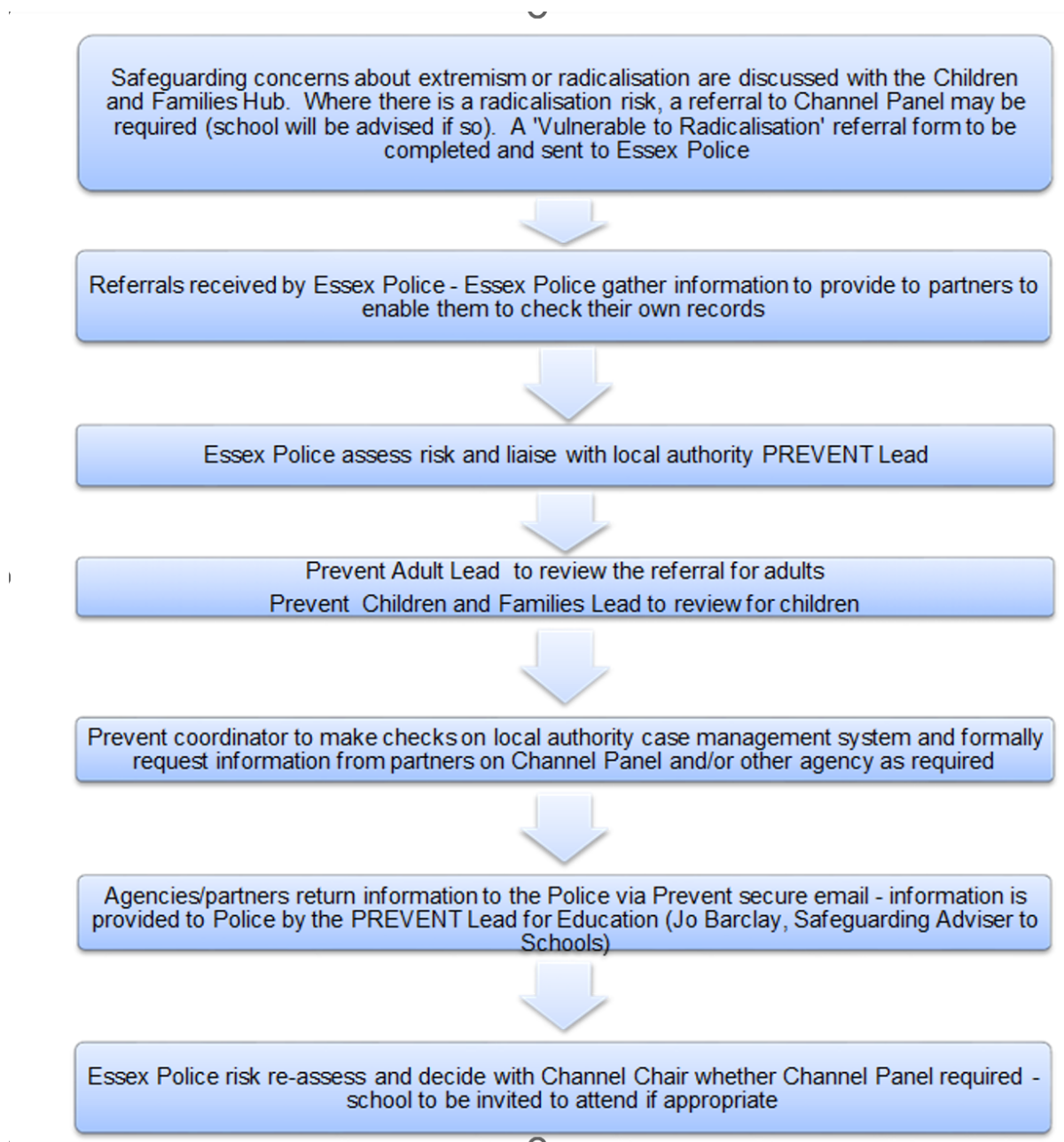
Appendix E: Indicators of Abuse and Neglect 5/5

Sexual Abuse	
<i>Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at sexual images or being groomed online / child exploitation.</i>	
Child	
Self-harm - eating disorders, self-mutilation, and suicide attempts.	Poor self-image, self-harm, self-hatred.
Running away from home	Inappropriate sexual conduct.
Reluctant to undress for PE	Withdrawal, isolation, or excessive worrying.
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit.
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own).
Pain, bleeding, bruising, or itching in genitals and /or anal area.	Sudden changes in schoolwork habits, become truant.
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/Environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol, or drug misuse or domestic violence.

Appendix F: Essex CSE Arrangements



Appendix G: PREVENT Referral Flowchart



Appendix H: Harmful Sexual Behaviour/Abuse

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 Trust 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 [Keeping children safe in education](#) (DfE, 2026) 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.

2. Definition of Sexual Abuse

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

- [Keeping children safe in education](#) (DfE, 2026)

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.
- Up skirting, 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.

- Initiation / hazing type violence and rituals.
- 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 Trust 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) so 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 Child-on-Child Abuse/ Harmful 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 - Preventing child sexual abuse](#) 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 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 the CYP.

5. 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 judgmental 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 is 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. CYP's existing support network will be central to this work; we will work with other partners appropriately 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 a regular review of arrangements to be confident they meet the needs of all involved.

6. 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 Trust policies in addressing matters, for example our Behaviour/Anti-Bullying Policies.

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.

7. 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.

When 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.

This information is issued by:
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