



THE BILLERICAY SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY

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Chair of Governors	D KNIGHT
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INTRODUCTION

SAFEGUARDING & CHILD PROTECTION POLICY FOR THE BILLERICAY SCHOOL

This policy combines two former policies, 'The Billericay School Child Protection Policy' and 'The Billericay School Safeguarding Policy'. There is a distinction between 'safeguarding' and 'child protection', as set out below, but the two are closely linked and incorporating them within one policy removes unnecessary duplication.

DIFFERENCE BETWEEN SAFEGUARDING & CHILD PROTECTION

Safeguarding and promoting the welfare of children is defined by the Department for Education as:

- Protecting children from maltreatment
- Preventing impairment of children's mental or physical health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children.

PURPOSE

At The Billericay School we are committed to safeguarding our students and understand that it is the responsibility of **'everyone'** [all staff in school] to share this commitment; taking all welfare concerns seriously and encouraging students to talk to us about anything that worries them. In order to fulfil this responsibility effectively, all staff will ensure their approach is child-centred; this means that they will consider, at all times, what is in the best interests of the child [this includes everyone under the age of 18]. This policy aims to provide staff with clear direction about expected behaviour when dealing with safeguarding and child protection issues and make explicit the school's commitment to the development of good practice and sound procedures; our overriding aim is to ensure that safeguarding and child protection concerns, referrals and monitoring are handled sensitively, professionally and in ways which support the needs of the student.

AIMS

We aim to:

- Ensure safeguarding is integrated with daily life at school.
- Provide a safe environment in which our students feel, and are, safe at all times.
- Ensure that students know that there are adults within the school who they can approach if they are worried or are in difficulty; students will be encouraged to talk and know that they will always be listened to.
- Reassure victims that they will be taken seriously, supported and kept safe. Victims should never be given the impression they are creating a problem by reporting abuse, sexual violence and sexual harassment. Nor should they ever be made to feel ashamed for making a report.
- Ensure that all stakeholders are safe and feel that they are able to put the welfare of the children first, without concern that there will be any negative consequences attached to their actions.
- Ensure that all adults who have contact with children in school have been properly vetted and cleared as suitable to work and support children in our care/charge.
- Ensure that all adults who have contact with children in school have been trained to undertake their safeguarding responsibilities effectively.

- Include in the curriculum, activities and opportunities for PD (Personal Development) that equip students with the skills they need to stay safe from abuse and to develop healthy and safe relationships.
- Include in the curriculum, material that will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Include in the curriculum, activities and opportunities that promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Make parents/carers aware of the school policies and practice for safeguarding and child protection 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.

LEGISLATION

The key legislation upon which this policy has been formed is:

‘Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges’ [September 2023]

[Keeping children safe in education 2023 - statutory guidance for schools and colleges.pdf](#)

All staff are given a copy of:

‘Keeping Children Safe in Education: Part 1 – Information for all School and College Staff [September 2023]

A list of all relevant legislation and guidance documents used to inform this policy has been compiled; see Appendix 1.

SECTION B

CHILD PROTECTION

Designated Safeguarding / Child Protection Lead:	Karen Cooper (Assistant Head Teacher) Ext 109
Deputy Designated Safeguarding / Child Protection Leads:	Kate Dempster (Assistant Head Teacher) Ext 164 Nicky Griffiths (Head of House) Ext 204 Suzanne Wood (Pastoral Support Team Leader) Ext 120
Safeguarding Team	Safeguarding@billericay.essex.sch.uk (Karen Cooper, Kate Dempster, Nicky Griffiths, Suzanne Wood).
Designated Safeguarding / Child Protection Governor:	Doreen Knight (c/o The Billericay School)
Chair of Governors:	Doreen Knight
ESCB [Essex Safeguarding Children Board] LADO [Local Authority Designated Officer]	Mechelle de Kock (Essex South LADO) 03330 139 797 or LADO Duty Line 03330139797 , LADO Duty Email: LADO@essex.gov.uk

KEY CONTACTS WITHIN THE LOCAL AUTHORITY: MAKING A REFERRAL

Children & Family Operations Hub – This is the service through which the school reports a concern or accesses services for children and families. The school follows the referrals procedures set out by Essex Safeguarding Children Board.

REPORTING A CONCERN

If the school has **URGENT** and **IMMEDIATE** concerns for the safety and welfare of a child or young person during office hours (9.00 a.m. – 5.30 p.m. Monday – Thursday, until 4.30 p.m. Friday), the referral will be made via - Telephone **0345 603 7627** (Ask for the ‘**Priority Line**’)

If the referral is accepted, the referral will be followed-up in writing (within 48 hours) by the referring member of the Safeguarding Team.

To make **URGENT** referrals **OUT OF OFFICE HOURS** (5.30 p.m.- 9.00 a.m. Monday –Thursday, 4.30 p.m. – 9.00 a.m. Friday & Bank Holidays), the referral will be made in the first instance, via – Telephone **0345 606 1212**. If there is considered to be an immediate risk of harm, the Police will be contacted via **999**

If the school has a concern that a child or young person is being harmed or neglected, or is at risk of this, but the threat **is not immediate**, then a ‘Children & Families Request for Support (RFS) form will be completed via the online portal or <https://www.essex.gov.uk/request-support-from-us/level-4-specialist-intervention>

SEEKING ADVICE & GUIDANCE

If the school wishes to seek advice from the Children & Family Operations Hub about whether or not to proceed with a referral, advice will be sought by a member of the Safeguarding Team via – Telephone **0345 603 7627** (Ask for the ‘**Consultation Line**’)

FRAMEWORK

The development of appropriate procedures and the monitoring of good practice in Essex schools are the responsibilities of the [Essex Safeguarding Children Board](#) (ESCB). This section of the policy is based on the Essex Safeguarding Children Board's model 'Child Protection Policy 2022'.

In accordance with ESCB guidance, we work with the <https://www.escb.co.uk/media/2739/set-procedures-may2022.pdf> (ESCB, 2022).

Our school also works in accordance with:

[Keeping children safe in education 2023 - statutory guidance for schools and colleges.pdf](#)

[Working Together to Safeguard Children](#) (DfE, 2018)

[What to do if you are worried a child is being abused](#) (DfE 2015)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1062969/Information_sharing_advice_practitioners_safeguarding_services.pdf

[United Nations Convention on the Rights of the Child](#) (UN 1989)

There are three main elements to the child protection section of our policy:

- **Prevention** through the creation of a positive school atmosphere and the teaching, and pastoral support offered to students.
- **Protection** by following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- **Support** to students who may have been abused.

All staff in our school receive annual 'Safeguarding and Child Protection Training', with regular updates as required. The training is provided to ensure all staff have the following skills and understanding:

- They are aware of the signs of abuse (physical, emotional & sexual) and neglect so that they can identify students who may be in need of help or protection.
- They are aware of the possible indicators or wider safeguarding issues (mental health issues, young carer, showing signs of anti-social behaviour or criminal behaviour, child sexual exploitation, child criminal exploitation, at risk of modern slavery or trafficking, domestic abuse, in a family circumstance presenting challenges for the child, misuse of drugs or alcohol, is privately fostered, a child who has returned home to their family from care, Female Genital Mutilation, Honour Based Violence (so called), Children Missing Education, Extremism & Radicalisation and Special Educational Needs & Disabilities).
- They should not assume another colleague/professional will take action/share information that might be critical in keeping a child safe.
- They are aware of their 'Duty to Report' in relation to FGM [Serious Crime Act 2015] and Prevent (Extremism & Anti-Radicalisation) [Counter-Terrorism & Security Act 2015]
- They know what to do if a student tells them he/she is being abused or neglected.
- They know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals, both in-school and out-of-school.
- They understand that they should never promise a student that they will not tell anyone else about an allegation, as this may ultimately be in the best interests of the child.

TYPES OF ABUSE & NEGLECT

The school will use the definitions, signs and symptoms of the four kinds of abuse and neglect outlined in the following publications:

1. Keeping Children Safe in Education [2023]
2. ESCB SET Procedures [2022]

The signs and symptoms of the four categories of abuse and neglect are detailed in Appendix 2:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

School staff can also access the most recent staff training materials via the school computer network.

SIGNS & SYMPTOMS OF CHILD SEXUAL EXPLOITATION (CSE)

Child sexual exploitation is a form of sexual abuse where any young person (male or female) under the age of 18 is sexually exploited for money, power or status. It may include contact and/or non-contact sexual activity and can occur without the victim's immediate knowledge.

The definition (DfE 2017), signs and symptoms of CSE are detailed in Appendix 3:

CHILD CRIMINAL EXPLOITATION (CCE)

Child Sexual Exploitation and Child Criminal Exploitation are both forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, control, manipulate or deceive a child into sexual or criminal activity. Child Criminal Exploitation may occur in exchange for something the victim wants/needs and/or for financial or other advantage of the perpetrator and/or through (threat of) violence. It can also occur through use of technology. Victims of child criminal exploitation may be at higher risk of sexual exploitation.

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

Children can become trapped as perpetrators can threaten victims (and their families) with violence or entrap them into debt. They may be coerced into carrying weapons or begin to carry a knife for a sense of protection. As children involved in criminal exploitation often commit crimes themselves, their vulnerability is not always recognised and they are not treated as victims, despite the harm they may have experienced. Girls are also at risk of criminal exploitation; however, the indicators may not be the same.

Multi-agency practice principles for responding to child exploitation and extra-familial harm – non-statutory guidance developed by the Tackling Child Exploitation Support Programme:
<https://tce.researchinpractice.org.uk/>

MENTAL HEALTH

All staff should also be 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. When children have suffered abuse and neglect, or potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. If a child has a mental health concern, that is also a safeguarding concern, the DSL or deputies should be immediately informed.

[Mental health and behaviour in schools .pdf](#)

SO CALLED 'HONOUR-BASED' ABUSE

So-called 'honour-based' violence encompasses 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. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

CHILDREN AND THE COURT SYSTEM

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

CHILDREN WITH FAMILY MEMBERS IN PRISON

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

SEXUAL VIOLENCE AND SEXUAL HARASSMENT

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003.

A person (A) commits an offence of sexual assault 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. When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. It is important to understand intra familial harms and any necessary support for siblings following incidents

The Ofsted Review of Sexual Abuse in Schools and Colleges states:

- Sexual harassment and online sexual abuse are extremely prevalent for children and young people.
- Some young people find incidents so commonplace, that it is pointless to report them.

All allegations of sexual harassment and sexual violence (including online) should be reported to the Safeguarding team.

School staff should understand the importance of challenging inappropriate behaviours between peers that are abusive. Dismissing behaviours as 'banter' can lead to an unsafe environment for young people.

Taking disciplinary action and still providing appropriate support are not mutually exclusive and should occur at the same time.

SERIOUS VIOLENCE

Indicators include increased absence from school, friendship changes, relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also be an indicator. Other risk factors which increase the likelihood of involvement in serious violence include being male, frequent absence from school, permanent exclusion, experience of child maltreatment, involvement in offending.

HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [homelessness-reduction-bill-policy-factsheets](#) The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

FORCED MARRIAGE

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. This also applies to non-binding, unofficial 'marriages' as well as legal marriages.

The Forced Marriage Unit has published [statutory guidance](#). School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fcdo.gov.uk.

DOMESTIC ABUSE

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame

themselves for the abuse or may have had to leave the family home as a result. The Domestic Abuse Act 2021 recognises children as victims in their own right.

Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge - what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse

COUNTY LINES

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". This can happen locally as well as across the UK.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are also being increasingly being targeted and recruited online using social media. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of indicators for CSE and CCE may be applicable where children are involved in county lines. Additional specific indicators are children who:

- Go missing and are found in areas away from their home.
- Have been the victim/perpetrator of serious violence.
- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs.
- Are found in accommodation that they have no connection with.
- Owe a 'debt bond' to their exploiters.
- Have their bank accounts used to facilitate drug dealing.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁵ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

EXTRA-FAMILIAL HARMS/CONTEXTUAL SAFEGUARDING

All staff should be aware that safeguarding incidents/behaviours can be linked to factors outside of school and/or can occur between children outside of school. Staff should consider whether children are at risk of abuse or exploitation in situations outside of their families. Extra-familial harms take many forms including sexual exploitations, criminal exploitation, serious youth violence, county lines and domestic abuse in their own intimate relationships.

All reports, signs and concerns related to child-on-child sexual violence and sexual harassment, including those that have happened outside of school, and/or online will be responded to.

SIGNS & SYMPTOMS OF FEMALE GENITAL MUTILATION (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

All staff are aware that the Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police (via the school's Designated Safeguarding Lead) cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

CHILDREN MISSING EDUCATION (CME)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual or criminal exploitation – particularly county lines. The school's response to persistently absent students and children missing education supports identifying such abuse, and in the case of absent students, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are known to local authority children's social care, where being absent from education may increase known safeguarding risks within the family or in the community.

All teaching staff are aware of the need to keep accurate and timely records of student attendance for each of their classes; this means completion of the electronic register for each of their allocated classes for each lesson on the timetable; the register to be completed within 10 minutes of the start of the lesson as set out in the Attendance Policy.

All staff are aware of their duty to notify the Designated Safeguarding Lead if a student has been absent for more than two days without a reason recorded on the register.

The school's practices & procedures in relation to CME are detailed in Appendix 5:

EXTREMISM & ANTI-RADICALISATION – THE PREVENT DUTY

As part of the Counter Terrorism and Security Act 2015, schools have a duty to ‘prevent people being drawn into terrorism’. This has become known as the ‘Prevent Duty’.

The school’s ‘Extremism & Anti-Radicalisation’ Policy outlines our approach to this aspect of safeguarding and child protection.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received WRAP Awareness Training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school’s core values alongside the fundamental ‘British Values’ supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

The school ensures that students are safe from terrorist and extremist material when accessing the internet by having suitable filtering in place; details can be found in the E-Safety Policy.

A guide to recognising the early indicators of radicalisation or extremism is detailed in Appendix 6:

PRIVATE FOSTERING

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

Staff are aware that the school has a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Staff will report any arrangements they become aware of to the Designated Safeguarding Lead or the Teacher with Responsibility for Children Looked After [K. Cooper], who will investigate the concern and notify the local authority if required. A guide to private fostering is detailed in Appendix 7.

ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school carrying out these responsibilities for the current year are listed above.

Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) has the lead role and responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) and for ensuring that all child protection procedures are followed within the school, and to make appropriate, timely referrals to Essex Children’s Social Care in accordance with SET procedures. This lead responsibility should not be delegated. If for any reason the Designated Safeguarding Lead is unavailable, one of the three Deputy Designated Safeguarding Leads will act in their absence. Additionally, it is the role

of the Designated Safeguarding Lead to ensure that all staff, including temporary staff, volunteers and contractors within the school, are aware of the school's child protection procedures; to advise staff and to offer support to those requiring this.

The DSL is responsible for:

- **Managing Referrals**
 - Refer cases of suspected abuse to the local authority children's social care as required and in line with SET procedures.
 - Management of CPOMS.
 - Support staff who make referrals [via the Safeguarding Team or direct to the LA].
 - Refer cases to the Channel Programme where there is a radicalisation concern as required [and support staff who make referrals direct].
 - Support staff who notify the Police of any incidents of FGM they become aware of.
 - Notify the LA of any private fostering arrangements they become aware of.
 - Refer cases where a crime has been committed to the Police as required.
 - Notify the ECSB LADO of any incidents involving allegations against staff (in liaison with the Headteacher).
 - Refer cases where a person dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- **Working with Others**
 - Liaise with the Headteacher to inform him of all on-going enquiries under Section 47 of the Children Act 1989 and police investigations.
 - Support members of the Safeguarding or Heads of House Team (or other member of staff) who are the 'Lead Professional' for individual students.
 - Liaise with 'Lead Professionals' as required and lead reviews of individual cases at Safeguarding Team meetings.
 - Be aware of the requirement for children (investigated by the police) to have an Appropriate Adult.
 - Liaise with outside agencies as required in cases relating to child protection or safeguarding concerns; ensuring the school are represented at all Child Protection or Child in Need Conferences.
 - Liaise with staff on matters of safety or safeguarding.
- **Undertaking Training**
 - Complete 'Designated Person Training' every two years.
 - Ensure knowledge and understanding is regularly updated [via e-bulletins from Safeguarding Pro / ESCB / Essex Updates].
 - Complete Prevent (WRAP) Training and disseminate to all staff.
 - Having a working knowledge of local authority child protection case conferences, review conferences and core group meetings; attending these and contributing effectively as required.
 - Understand the assessment process for providing early help and intervention via the local authority agreed framework.
 - Ensure senior staff undertake regular 'Safer Recruitment Training' and keep a log of all trained staff available to conduct interviews.
 - Ensure all staff receive annual training, and regular updates, in relation to the school's child protection and safeguarding procedures and responsibilities, supporting their understanding and assessing the same.
- **Raising Awareness**
 - Ensure the school's Safeguarding & Child Protection Policy is understood and used appropriately by all staff.
 - Ensure that safeguarding is an integrated part of daily life at school.

- Review the Safeguarding and Child Protection Policy annually and ensure the procedures and implementation are updated and reviewed regularly; governing body to be made aware of all changes.
- Ensure Safeguarding and Child Protection Policy is available publicly via the school's website.
- Keeping Accurate Records
 - Update CPOMS as required.
 - Ensure all child protection files are managed in accordance with Essex guidelines; this to include appropriate recording of key information, completion of an accurate chronology of the case, secure storage of files.
 - Ensure child protection files are kept for the appropriate time period.
 - Ensure that, where students change schools, any child protection files are transferred to the receiving schools separate to the main pupil file, using secure transit and obtaining a confirmation receipt.
- Availability to Staff
 - Ensure at least one member of the Safeguarding Team is available at all times during the school day, and that a Deputy DSL is on site when the DSL is not.

Safeguarding Team

The Billericay School is a large community. To ensure that we are able to respond to child protection and safeguarding concerns without delay, a team of four, trained staff form the Safeguarding Team, and there is always at least one member of the team available and contactable at all times during the school day.

Team Members:

Karen Cooper	Designated Safeguarding Lead (DSL)	Assistant Head (Additional Needs)
Kate Dempster	Level 3 CP Trained	Assistant Head
Nicky Griffiths	Level 3 CP Trained	Head of House
Suzanne Wood	Level 3 CP Trained	Pastoral Support Team Leader

Specific Areas of Expertise of Team Members:

- K Cooper
 - Team Leader
 - DSL (see role above)
 - Early Help Co-ordinator
 - Additional Needs [CLA, SEND, Medical, Attendance]
 - Designated Person – Children Looked After
 - Children Missing Education Lead
 - Private Fostering Lead
 - Risk Avert Programme
 - Respond to referrals via CPOMS or the Safeguarding Team e-mail.
- K Dempster
 - Respond to referrals via CPOMS or the Safeguarding Team email.
 - Act as first point of contact for students via the Pastoral Team.
- S Wood
 - Respond to referrals via CPOMS or the Safeguarding Team e-mail.
 - Act as first point of contact for students via Pastoral Team.
- N Griffiths
 - Respond to referrals via CPOMS or the Safeguarding Team e-mail.
 - Act as first point of contact for students via Pastoral Team.

The Safeguarding Team meet every two weeks to:

- Discuss current cases / allocate new ones

- Review current Safeguarding Plans [completed by the Safeguarding or Head of House Teams]
- Share good practice / new guidance / new legislation
- Review current policies and procedures
- Plan staff training

The Safeguarding and Heads of House Team work to an agreed 'Safeguarding Processes and Procedures'; these are reviewed regularly.

School Staff

All staff in school have the following responsibilities:

- To share information that may be vital in identifying and tackling abuse/neglect, promote welfare and improve educational outcomes.
- To attend all training sessions provided in relation to child protection and safeguarding (including training on online safety which incorporates an understanding of applicable roles and responsibilities in relation to filtering and monitoring).
- To be aware of systems within school or college which support safeguarding, and these should be explained to them as part of staff induction (Copies of policies and Part 1 of 'Keeping Children Safe in Education 2023' should be provided to all staff at induction). This should include reading the following documents:
 - 'Keeping Children Safe in Education Part 1' (DfE, 2023)
 - Safeguarding and Child Protection Policy (which includes the policy and procedures to deal with child-on-child abuse)
 - Behaviour Policy (which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
 - Staff Code of Conduct (which includes low-level concerns, allegations against staff)
 - Whistleblowing Policy
 They should also be aware of the following:
 - Safeguarding response to children who go missing from education
 - Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)
- To complete the 'Safeguarding Training Quiz 2023' and return to HR, indicating any areas of the training that they would like additional support with.
- To ensure they are aware of:
 - The procedure for making a referral to the DSL / Safeguarding Team if they have a concern about a student:
[see Appendix 8a – 'What do I do if I am concerned about a child?']
[see Appendix 8b – Raising Safeguarding Concerns Flowchart]
 - The Whistleblowing procedures [see Appendix 9 – Whistleblowing poster]
 - The need to record any concern or referral on CPOMS or via the Safeguarding email, before the end of the school day. If urgent, to also speak to the DSL or Deputy DSL.

Senior & Middle Managers

In addition to the responsibilities outlined for all staff above, members of the Senior and Middle Leadership Teams have the following responsibilities:

- Senior and middle leaders who lead on, or are members of, a recruitment process must ensure that they follow the 'Safer Recruitment Guidelines for Staff' [See Appendix 10].

Governing Body / Headteacher

The Governing Body has the following responsibilities:

- The Governing Body are responsible (with the Senior Leadership Team) for ensuring that the school follows recruitment procedures that help to deter, reject or identify people who might abuse

children. As part of the school's recruitment and vetting process, DBS checks that include a 'barred list check' and local intelligence checks will be sought on all staff involved in 'regulated activity'.

- The Designated Governor for Safeguarding is to ensure there is an effective child protection policy in place and that this is updated annually. Governing bodies should ensure there are procedures in place (as described in paragraph 74 in KCSIE 2023) to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they pose a risk of harm to children. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.
- The Governing Body and proprietors should ensure **all staff** undergo safeguarding and child protection training (including online safety, which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see paragraph 141 KCSIE 2023) at induction. The training should be regularly updated. Induction and training should be in line with any advice from the safeguarding partners.
- The Headteacher and/or the Designated Safeguarding Lead will provide an annual 'Safeguarding Report' for the governing body detailing any changes to the policy and procedures, training undertaken by all staff and governors and other relevant issues.
- The Headteacher/Designated Safeguarding Lead and Designated Governor will undertake an annual Safeguarding Audit in line with their responsibilities under S.175 and S.157 of the Education Act 2002. The ESCB Section 11 Safeguarding Audit Tool to be used.
- The school will publish its Safeguarding & Child Protection Policy on its school website alongside 'Keeping Children Safe in Education' (DfE, 2023).'
- The school will actively promote online safety on its website and signpost stakeholders to information that will help keep children safe online.
- The Governing Body and proprietors should review the Filtering and Monitoring standards <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges> , published by the DfE, which sets out that schools should:
 - Identify and assign roles and responsibilities to manage filtering and monitoring systems
 - Review filtering and monitoring provision, at least annually
 - Block harmful and inappropriate content without unreasonably impacting teaching and learning
 - Have effective monitoring strategies in place that meet their safeguarding needs

The Governing Body should discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.

PROCEDURES

All action is taken in accordance with the following guidance;

- Essex Safeguarding Children Board Guidelines, the 'SET (Southend, Essex and Thurrock Safeguarding & Child Protection Procedures' (2022)
- 'Keeping Children Safe in Education' (DfE, 2023)
- 'Working Together to Safeguard Children' (DfE, 2018)

Induction Procedures for New Staff / Volunteers / Regular Visitors to the School

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place. They are given a copy of our school's Safeguarding & Child Protection policy, told who our Designated Safeguarding Lead (and Deputies) is and are informed how to share concerns with the Designated Safeguarding Lead or Deputies.

Keeping Staff Informed about Safeguarding & Child Protection Issues

Staff are kept informed about safeguarding & child protection responsibilities and procedures (including online safety and understanding the filtering and monitoring systems in place) through induction, briefings and awareness training. There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff. However, the Headteacher will ensure they are aware of the school's policy and the identity of the Designated Safeguarding Lead and Deputies.

Reporting Safeguarding & Child Protection Concerns [Adults in School]

Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to the Designated Safeguarding Lead or in their absence, one of the Deputy Designated Safeguarding Leads. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff. The process for reporting a concern is outlined in Appendices 8a and 8b.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration. In exceptional circumstances, such as an emergency, staff members can speak directly to children's social care [see Appendix 8a].

Safeguarding contact details will be kept prominently displayed in the school to ensure that all staff have unfettered access to safeguarding support; the 'What do I do if I am concerned about a child' poster will be displayed in the main staff room and all team bases [see Appendix 8a].

Reporting Safeguarding & Child Protection Concerns [DSL / Safeguarding Team]

The Designated Safeguarding Lead or one of the Deputies will immediately refer cases of suspected abuse or allegations to Essex Social Care Direct by telephone and in accordance with the procedures outlined in the SET procedures and in 'Effective Support for Children and Families in Essex' with <https://www.essex.gov.uk/report-a-concern-about-a-child>.

Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the evidence and enable a contextual approach to address such harm.

The telephone referral to Essex Social Care Direct will be confirmed in writing within 48 hours. Essential information will include the student'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 school will always undertake to share our intention to refer a child to Children's Social Care with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from the Initial Response Team (IRT) and / or Essex Police.

TRAINING AND SUPPORT

The Designated Safeguarding Lead (Deputies & Home School Liaison Manager/Attendance) will attend ESCB 'Safeguarding Children Level 3 - Designated Person Training' every two years.

The Student Support Team Leader will complete ESCB 'Multi-Agency Safeguarding Children Level 3 Training'.

All members of the Heads of House Team, Student & Pastoral Support Teams & the Learning Support Team will complete NSPCC 'Child Protection: An Introduction Course Level 1'.

The Headteacher, all staff members and governors will undergo in-school Safeguarding & Child Protection Training' which is updated annually; this will be delivered by members of the Safeguarding Team. A record of all 'Safeguarding & Child Protection' training will be kept within the school's Single Central Record. The completed 'Safeguarding Training Quiz 2023' response forms completed by individual staff following annual training will be reviewed by the Safeguarding Team / HR Administrator and a record of completion kept; any staff requesting or indicating the need for additional support to understand and discharge their responsibilities, will be provided with additional training on an individual or small group basis.

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

All staff will have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the Code of Conduct & Whistleblowing Policy. This is available to staff via the school's computer network.

WHISTLEBLOWING

All members of staff have the right and individual responsibility to raise any matters of concern regarding poor practice at work. They are responsible for the welfare and safety of those they care for on the school's behalf and this comes above and before feelings of loyalty towards colleagues. It is a means whereby staff have the immediate opportunity to express their concerns regarding poor practice at work to the Headteacher.

Whistleblowing guidelines are written for staff to:

- Encourage them to take action if they have a reasonable suspicion of serious poor practice at work or have been informed about serious poor practice by students.
- Reassure them that they will be both protected and supported if they 'whistle blow' in line with these guidelines; they are written to reduce worries of reprisals.

The school 'Whistleblowing Policy' outlines our expectations and procedures for staff.

Senior staff member responsible for this policy: Trust Compliance Manager
Policy last reviewed: September 2023

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. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret as, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities. Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held treated confidentially.

RECORDS AND MONITORING

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern (including discussions and decisions made, and the reasons for those decisions) held

about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate, clear and comprehensive record as soon as possible (and certainly before the end of the school day) noting what was said or seen (if appropriate using a body map to record), putting the event in context, and giving the date, time and location. This should be recorded on CPOMS or emailed to the Safeguarding team via the Safeguarding email. All records will include the action taken. The Designated Safeguarding Lead (or Deputy) will then decide on appropriate action and update CPOMS.

Any file notes are kept in a confidential file in chronological order (which is separate to student files) and stored in a secure place [K. Cooper Office – current cases]. All child protection records are stored securely and confidentially [Central Record Store in A Block – closed/historical cases] and will be retained for 25 years after the student's date of birth, or until they transfer to another school or educational setting (in line with ESCB 'Model Policy' guidance 2022).

If a student transfers from the school, these files will be forwarded to the student's new educational setting by 'Royal Mail 1st Class Signed-For' mail, marked 'Confidential' and for the attention of the receiving school's Designated Safeguarding Lead. A receipt will be requested.

ATTENDANCE AT CHILD PROTECTION CONFERENCES & CORE GROUPS

It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. Whichever member of the Safeguarding Team attends, they will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is made subject to a Child Protection Plan, it is the responsibility of the Designated Safeguarding Lead to ensure the child is monitored regarding their school attendance, welfare and presentation. If the school are part of a 'Core Group' then the Designated Safeguarding Lead will ensure that the school is represented at the meetings and contributes to the plan; a record of attendance and issues discussed will be kept. All concerns about the child protection plan and/or the child's welfare should be discussed and recorded at the core group meeting unless the child is at further risk of significant harm. In this case the Designated Safeguarding Lead must inform the child's key worker immediately and then record that they have done so and the actions agreed.

SECTION C

SAFEGUARDING: INFORMING & SUPPORTING STUDENTS

STAYING SAFE

The school is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. Our Personal Development Programme provides students with the opportunity to consider all aspects of their own health and safety and what steps they can and should take to stay safe.

TEACHING STUDENTS HOW TO STAY SAFE

At The Billericay School students are taught to consider and recognise situations that may present a risk to their safety, including online (and when they are online at home), through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

As part of the PD and Assembly curriculum, presentations and workshops are delivered to all year groups tackling 'cyber-bullying,' 'sexting,' and wider 'sexual exploitation' issues. Examples of the materials include:

- A Guide to Social-Networking for Students.
- Assemblies: Sexting – There is a 'Sexting' assembly for each of Years 7-11, that members of SLT deliver, as well as PD lessons in Years 7-10.
- Child Sexual Exploitation is explored as a separate issue within the sex and relationships education for Years 9-11; the resources used have been compiled by our CSE Champion and draw on the best advice and information sources available.
- Relationships and Sex Education is mandatory and is taught within PD.

SUPPORTING STUDENTS AT RISK

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.

Our school may be the only stable, secure and safe element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn. Our school will endeavour to support students through:

- A curriculum that encourages our students to stay safe, where they can develop healthy relationships, self-esteem and self-motivation.
- A school ethos that promotes a positive, supportive and secure environment, that gives all students and adults a sense of being respected and valued.
- The implementation of the school's behaviour management policies.
- A consistent approach agreed by all staff that will endeavour to ensure the student knows that some behaviour is unacceptable, but that he/she is valued.
- Regular liaison with other professionals and agencies that support the students and their families.
- A commitment to develop open, honest and supportive relationships with parents, with the child's best interest as paramount.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- Recognition that children with behavioural difficulties and disabilities are most vulnerable to abuse, so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems, will need to be particularly sensitive to signs of abuse.

- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

EARLY HELP

All staff at our school are aware of the need to identify children who may benefit from early help; providing support as soon as a problem emerges.

In the first instance, staff will discuss early help requirements with the DSL (or Deputy DSL in her absence), and thereafter may be required to contribute to an 'early help assessment'.

Students identified as requiring 'early help' will be assigned a key person from one of the Safeguarding or Head of House Teams who will be responsible for liaising with the DSL and other agencies in relation to an assessment and intervention, and who will ensure the student's wellbeing and progress are constantly monitored and reviewed; where the situation is judged not to be improving, the key person will refer to the DSL (or Deputy DSL) for consideration of a referral to social care or a Level 2-4 service.

If an 'Early Help Plan' or 'Team Around the Family (TAF) Meeting' is considered necessary, the DSL (or Deputy DSL) will assume management of the case. If appropriate, the DSL (or Deputy DSL) may accept the role of 'Lead Professional'.

STUDENTS WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)

At The Billericay School we are aware that students with special educational needs and disabilities may need more support to be kept safe or to keep themselves safe.

The following will be considered in relation to any safeguarding or early help referral made in relation to a student with SEND:

- Indicators of possible abuse such as behaviour, mood and injury will not be assumed to relate to the child's disability or additional need – investigation / exploration of the concerns raised will always take place:
 - The investigation will be led by the SENCO and DSL jointly
 - The student's voice will always be heard and adaptations to allow this will be put in place as required
 - Personalised Learning staff and other adults who work with the student will be encouraged to share any changes they notice at weekly team meetings
- Students with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing (or being able to show) any signs:
 - Personalised Learning staff and other adults who work with the student will be encouraged to share any changes they notice at weekly team meetings
 - Parents will be encouraged to discuss any concerns they have with the SENCO
 - Friends will be encouraged to seek support from 'Student to Student'
- Students with SEND may have communication barriers and difficulties in overcoming these barriers
 - 'Student to Student' team members and 'Social Club' leaders will receive additional training in relation to the difficulties students with SEND may have sharing their concerns and worries
 - 'Social & Communication Skills' groups will be run to assist students with communication difficulties to develop these skills and to build resilience
 - 'Student Profiles' will be used to ensure staff are aware of the difficulties SEND students are facing and the solutions the students have identified as helpful in overcoming them

Further information is listed below:

[send-code-of-practice](#)

[supporting-pupils-at-school-with-medical-conditions.](#)

<https://www.mencap.org.uk/>

[essexsendiass](#)

Children who are lesbian, gay, bi or trans (LGBT)

- The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.
- Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.
- LGBT inclusion is part of the statutory Relationships Education; the Relationship and Sex Education and Health Education curriculum where there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

SECTION D

SAFEGUARDING: PROVIDING A SAFE & SUPPORTIVE ENVIRONMENT

ALLEGATIONS INVOLVING ANOTHER STUDENT [CHILD-ON-CHILD ABUSE]

At The Billericay School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm, not only by adults, but also from other students. We recognise that some students may negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Child-on-child abuse can happen both inside and outside school or online. Even if there are no reports of cases in school it does not mean it is not happening, it just may not be reported. Consequently, it is important that if staff have any concerns, they should log them on CPOMS, or via the Safeguarding email, and speak to the DSL or one of the deputies.

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers that are abusive in nature. Dismissing sexual harassment as 'just banter' or 'boys being boys' can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Behaviours Likely to Pose a Safeguarding Risk

We also recognise, however, that allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, abuse in intimate relationships between peers, sexual abuse, sexual exploitation, sexual violence, sexual harassment (such as sexual comments, remarks, jokes, online sexual harassment), causing someone to engage in sexual activity without consent, bullying (including cyberbullying, prejudice-based and discriminatory bullying), consensual and non-consensual sharing of nudes and semi-nude images and or videos, 'initiation ceremonies' and Upskirting (Voyeurism Act 2019) (anyone of any gender can be a victim). It is likely that to be considered a safeguarding allegation against a student, some of the following will be found.

The allegation:

- Is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other students in school
- Indicates that other students may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Examples might include:

Physical Abuse

- Violence, particularly pre-planned (may include an online element which threatens and/or encourages physical abuse)
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Sexual Violence and sexual assault (may include an online element which threatens and/or encourages sexual violence)

Sexual Exploitation

- Encouraging other children to attend inappropriate parties

Sexting [Youth Produced Sexual Imagery]

Incidents of sexting are increasing. Staff are aware that when an incident of sexting is brought to their attention, they should report it immediately to the Safeguarding Team; staff should not view images themselves.

The Safeguarding Team will use the UKCCIS [UK Council for Child Internet Safety] 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' guidance when dealing with reported incidents of sexting.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NC_A_Sexting_in_Schools_WEB_1_.PDF

Responding to an Allegation of Child-on-Child Abuse

Staff should maintain an attitude of 'it could happen here', where safeguarding is concerned. If staff have any concerns about a child's welfare, they should act on them immediately and always act on the best interests of the child. It is important for children to receive the right help at the right time to address risks and prevent issues escalating.

Staff should not assume a colleague/professional will take action and share information that might be critical in keeping children safe.

The procedure for responding to an allegation of child-on-child abuse is the same as that for responding to a safeguarding concern:

- When an allegation is made by a student against another student, members of staff must inform the Designated Safeguarding Lead (or a Deputy DSL).
- The member of staff who received the disclosure must make a factual record of the allegation on CPOMS or via the safeguarding email to the Safeguarding team.

The DSL will investigate the referral [in liaison with the Assistant Head Pastoral] and may then contact social services to discuss the case.

If the allegation indicates a potential criminal offence has taken place, the police will be contacted at the earliest opportunity and the parents informed.

Where neither social services nor the police accept the complaint, a thorough school investigation will take place using the school's usual disciplinary procedure. This may result in an exclusion from school.

ALLEGATIONS INVOLVING A MEMBER OF STAFF

It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff (including Supply staff and volunteers) are accused of abuse.

Only authorised agencies may investigate child abuse allegations (Social Care Services, the Police or in some areas, the NSPCC). Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not.

The procedure to be followed in the event of an allegation being made against a member of staff is set out in Appendix 11 'Dealing with Safeguarding Allegations against Adults July 2021'.

Where an allegation against a member of staff has been made, the Head Teacher or Deputy Head Teacher or Assistant Head (DSL) will immediately telephone the Local Authority Designated Officer [LADO] on **03330 139 797** to seek advice and guidance. The LADO will advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to students and parents.

It is a legal duty to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. Failure to do so is a criminal offence.

Where the allegation is against the Head Teacher, the Chair of Governors [Mrs Doreen Knight] will take this action.

USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body, using the school 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, this applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.

If The Billericay School receives an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), as with any safeguarding allegation, the school's safeguarding policies and procedures, including informing the LADO, will be followed.

SAFER WORKING PRACTICE

Safe working practice ensures that students are safe and that all staff, volunteers and governors are:

- Responsible for their own actions and behaviour and should avoid any conduct that would lead any reasonable person to question their motivation and intentions.
- Working in an open and transparent way.
- Working with other colleagues where possible, in situations open to question.
- Discussing and/or taking advice from school management over any incident which may give rise to concern. Recording any incident or decisions made.
- Applying the same professional standards regardless of gender, race, disability or sexuality.
- Be aware of the Data Protection Policy.
- Aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- Aware of, and adhere to the, 'Safer Recruitment' Policy.

SAFER RECRUITMENT

Part Three of 'Keeping Children Safe in Education' (2023) is dedicated to 'Safer Recruitment'.

Our Recruitment Policy sets out the practices and procedures we have put in place to ensure we are compliant with all aspects of the statutory guidance.

The school 'Recruitment Policy' outlines our current procedures and principles.

Senior staff member responsible for this policy: Trust Compliance Manager

Policy last reviewed: July 2023

HEALTH AND SAFETY

The health and safety of students, staff and visitors is of paramount importance and the school has a range of policies and procedures in place to ensure that the school site and environment are safe.

The school 'Health & Safety Policy' outlines our current procedures and principles.

Senior staff member responsible for this policy: Headteacher

The Headteacher, the senior leader with responsibility for health & safety, the Head of Facilities and a governor with responsibility for health and safety oversee the policy. Any concerns from staff, volunteers, governors or students are reported to any of the above and the site supervisor carries out an initial examination, assessing what remedial action needs to take place.

The senior member of staff with responsibility for health & safety in school is: Headteacher

Governor responsibility for health & safety is with Premises Committee

There is a critical incidents plan that outlines our procedures in the case of a critical incident. The Headteacher is responsible for this plan.

FIRE DRILL

Each term there is a fire drill that practices efficient evacuation from the buildings. The school conducts an annual fire risk assessment.

The school 'Fire Drill & Emergency Evacuation Procedures' outlines our current procedures.

The senior member of staff with responsibility for the fire drill procedures in school is: The Fire Marshall

FIRST AID

The school has a first aid room which is staffed during normal school hours by staff trained in first aid. There is a defibrillator available in the medical room.

Other members of staff trained in first aid procedures include members of the Pastoral Support Team, PE staff (Water Safety) and all Duke of Edinburgh leaders. Additionally, some other members of staff have completed basic training.

When a student or adult is unwell or has suffered an accident in school or on the school grounds, the following steps are followed:

- A trained first aider is immediately called to provide assistance and advice.
- The incident/accident is logged in the incident/accident book.
- The parent / guardian / or other appropriate adult is notified of the incident/accident as soon as necessary.
- The Local Authority Health and Safety Team and/or the Health and Safety Executive are notified of the incident/accident where there is a statutory duty to do so.

SITE SECURITY

We aim to provide a secure school site but recognise that the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules, which govern it. It is recognised that laxity can cause potential problems to safeguarding. Therefore, the school ensures that:

- All gates are locked during normal school hours. Visitors wishing to access the school site during school hours must seek permission from the Main Office via the electronic entry system attached to the main school gates.
- CCTV is in operation at various points around the school site.
- Visitors are requested to enter the school through the main entrance and must sign in at the Main Office.
- All visitors are asked to produce photo ID to confirm their identity.
- They are asked to record the name of the member of staff they are visiting in school.
- All visitors are given, and asked to wear, a visitor badge. There are 3 differently coloured badge lanyards ['Blue' for school staff and governors who have been DBS checked; 'Yellow' for supply staff, visitors and contractors who are known to be DBS checked by either the school or their employer and 'Red' for visitors and contractors who have not been DBS checked or have been unable to evidence a check].

Blue Lanyards

Billericay School Staff:	Blue 'Staff' badge with name on
Billericay School Governors:	Blue 'Governor' badge with name on [if DBS checked]

Yellow Lanyards

Supply staff:	Blue 'Supply Teacher' badge
Visitors with DBS check:	Yellow 'Visitor' badge
Contractors with DBS check:	Yellow 'Contractor' badge

Red Lanyards

Visitors without DBS check:	Red 'Visitor' badge
Contractors without DBS check:	Red 'Contractor' badge
Parents:	Red 'Visitor' badge

NB: All visitors & contractors wearing a 'Red' lanyard and 'Red' badge will be accompanied by a member of Billericay School staff at all times whilst on site.

- All visitors are given a copy of the school's 'Safeguarding Leaflet for Visitors'.
- All Billericay School staff and all Billericay School Sixth Form students wear an identity badge at all times during school hours.
- Members of staff are on duty at various points around the site during break and lunch times, in accordance with an agreed timetable.
- Students in Years 7-9 are only allowed to leave the school site with the permission of parents/carers with parental responsibility. They must sign out at the Attendance Office before they leave and meet their parent/carer in Main Reception – unless other arrangements have been agreed in advance. They must sign back in at the Attendance Office upon their return.
- Students in Years 10 & 11 are only allowed to leave the school site with the permission of parents/carers with parental responsibility or the Headteacher or Deputy Headteacher. They must sign out at the Attendance Office before they leave and must sign back in at the Attendance Office upon their return.
- Adults and 6th Form students are expected to sign out at the Main Reception before leaving and upon their return.
- If students in years 7-11 are found to have left the school site without permission, parents or an alternative adult contact are notified immediately by a member of Student Services.

SECTION E

SAFEGUARDING: PROCEDURES & PRACTICES

ADDITIONAL NEEDS

The school 'Intimate Care Policy' outlines the principles and protocols that relate to supporting students with intimate care needs.

Senior staff member responsible for this policy: Assistant Headteacher, Additional Needs

Policy last reviewed: September 2023

The school 'Students with Medical Needs Policy' outlines the principles and protocols that relate to supporting students with specific medical needs that require intervention and care in school.

Senior staff member responsible for this policy: Assistant Headteacher, Additional Needs

Policy last reviewed: September 2023

ATTENDANCE

The school monitors the attendance of students closely.

The school 'Attendance Policy' outlines our current procedures and principles. Senior staff member responsible for this policy: Assistant Headteacher, Additional Needs

Policy last reviewed: September 2023

Electronic registers are taken by teaching staff at the beginning of every lesson, via SIMS Lesson Monitor. Absences are noted by the Attendance Office via the 'Attendance Answerphone' and the absence of all students, including 'Child Looked After' or any other student known to be vulnerable, for which we have received no notification, is followed-up by the administrative assistant responsible for attendance on a 'First Day Call' system. All reasons for absence received via the answerphone are recorded electronically via SIMS.

Reasons for absence are recorded on the SIMS system upon the student's return via a parental / carer note in the school planner; the reason is logged in SIMS.

Student attendance is monitored regularly by those members of staff with responsibility for attendance and action taken where concerns are raised.

The school is fully compliant with the statutory guidance contained in 'Children Missing Education: Statutory Guidance for Local Authorities [2016]'.

The senior designated staff for attendance in school are: Assistant Headteacher and the School Attendance Officer

INTERNET / E-SAFETY

Online and mobile technology is a significant component in many safeguarding/well-being issues experienced by young people.

Children are encouraged to use the Internet for educational purposes in school, but at all times in a safe way. Parents are asked to give permission for their children to use the Internet on entry to the school. Parents, students and staff must sign an appropriate usage form to ensure that they understand the risks and sanctions relating to misuse of the system in and beyond the school. If staff become aware of inappropriate use of the Internet by a teacher, staff member, volunteer or student, the issue is reported to the Headteacher immediately; the Headteacher has overall responsibility for Internet safety within the school.

Education settings are directly responsible for ensuring they have appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from: <https://www.nen.gov.uk/> and <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/cyber-security-standards-for-schools-and-colleges>

Broader guidance on cyber security including considerations for governors and trustees can be found at: <https://www.ncsc.gov.uk/information/cyber-security-training-schools>

The 'E-Safety Policy' outlines our procedures for ensuring students are able to access the Internet safely in school. The policy also offers guidance to parents on e-safety at home.

Policy last reviewed: January 2022

MOBILE PHONES

The school bans mobile phones and all Wi-Fi enabled devices (i.e. Apple i-Watch and other smart phones) on site for Years 7-11. The reason for this relates not only to the disruption that mobile electronic devices can cause to lessons, but also because of the risk of theft and the reduced incidence of cyber-bullying in a 'phone-free' environment. If a student is found in possession of a phone during registration or periods one to four, the phone is confiscated and locked in the safe in Student Services for collection at the end of the school day. Phones confiscated during lunchtimes or period 5 are confiscated and secured in the same way, but are not available for collection until the end of the following school day.

PHOTOGRAPHING AND VIDEOING OF STUDENTS IN SCHOOL

The school tries to take a sensible and balanced approach to photographing and videoing children on the school site. The school obtains parental permission [via the signed Data Collection Sheet] to use photographs and videos of students, taken in school and on school trips, in promotional materials and in-school displays. Where a parent (or Corporate Parent) requests photographs of their child not be used in this way, then a note is added to the child's SIMS record; this is particularly the case for a Child Looked After, as many Social Services departments have strict policies in this regard.

Photographs or videos of students taken by a third party for their promotional use require additional parental permission to be gained by the third party themselves.

Visitors to the school are made aware, via our 'Safeguarding Leaflet for Visitors', that the taking or uploading of any photographs or other digital media is strictly prohibited.

ANTI-BULLYING AND TOLERANCE

The school's response to this is unequivocal; action will be taken immediately any form of bullying or harassment is reported or noted. Although bullying in the school is rare, the school always acts swiftly with a process of investigation, communication and action.

All students are made aware of the forms that bullying and inappropriate behaviour can take through the PD curriculum and have a hierarchy of adults within the school that they are able to approach if they are suffering any form of bullying, intolerance or harassment of any kind. The PD curriculum is explicit in its coverage of prejudice (gender, sexual, racial, disability etc.) and human rights and encourages students to actively consider and debate these issues. The topics are also considered both explicitly and implicitly as part of the citizenship schemes of work in other subject areas.

The school 'Anti-Bullying Policy' outlines our current procedures and principles.

Policy last reviewed: September 2023

The school 'Behaviour Policy' outlines our current procedures and principles.

Policy last reviewed: September 2023

The school 'E Safety Policy' outlines our current procedures and principles, including those relating to 'Cyber-bullying' and 'Sexting'.

Policy last reviewed: September 2023

BEHAVIOUR

The school has high expectations in relation to student behaviour in and around school. There are clear expectations of the behaviour required in lessons, during social times and when travelling to and from school.

The school 'Behaviour Policy' outlines our current procedures and principles.

Policy last reviewed: September 2023

The school 'Use of Physical Intervention or Reasonable Force Policy' outlines the specific procedures and protocols that relate to the use of physical intervention.

The school also has high expectations in relation to uniform.

The school 'Uniform Policy' outlines our current procedures and principles.

Policy last reviewed: July 2023

KEEPING CHILDREN SAFE IN OUT OF SCHOOL SETTINGS

When services and activities are provided by the governing body under direct supervision of their school staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The governing body should seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place. The governing body should also ensure safeguarding requirements are included in any transfer of control agreement, as a condition of use and occupation of the premises and that failure to comply would lead to termination of the agreement. The guidance on [keeping-children-safe-in-out-of-school-settings](#) details the safeguarding arrangements that schools should expect providers to have in place.

As with any safeguarding allegation, if an allegation is received relating to an incident that happened when an individual or organisation was using the school premises, for the purposes of running activities for children, the standard Billericay School safeguarding policies and procedures will be followed.

APPENDICES

APPENDIX 1 LEGISLATION & GUIDANCE USED

‘Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges’ [September 2023]

Available at:

[Keeping children safe in education 2023 - statutory guidance for schools and colleges.pdf](#)

‘Working Together to Safeguard Children: A guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children’ [July 2018]

Available at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf](#)

‘Southend, Essex & Thurrock [SET] [LSCB] Safeguarding & Child Protection Procedures [October 2019]

Available at: [https://www.escb.co.uk/media/2739/set-procedures-may2022.pdf](#)

The Billericay School ‘Behaviour Policy’

[https://www.billericayschool.com/assets/Policies-and-GDPR/2022.2023/Behaviour-Policy-May-2023.pdf](#)

[Behaviour in schools guidance sept 22](#)

Filtering and Monitoring Standards

[https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges](#)

‘Are you concerned about an adult working or volunteering with children?’ [ESCB, November 2015]

Available at:

[Managing allegations in the Childrens Workforce - How to Contact the Local Authority Designated Officer \(LADO\) for allegations against members of the workforce](#)

‘The Prevent Duty: Departmental Advice for Schools & Childcare Providers’ [June 2015]

Available at:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf](#)

‘How Social Media Is Used to Encourage Travel to Syria and Iraq Briefing Note for Schools’ [July 2015]

Available at:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf](#)

‘Mandatory Reporting of Female Genital Mutilation – Procedural Information’ [November 2016]

Available at:

[FGM Mandatory Reporting - procedural information nov16 FINAL.pdf](#)

‘Guidance - Female Genital Mutilation: Resource Pack’ [Feb 2020]

Available at:

[https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack](#)

‘Children Missing Education: Statutory guidance for Local Authorities’ [September 2016]

Available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

‘Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People’ Available at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NC_A_Sexting_in_Schools_WEB_1_.PDF

‘Child Sexual Exploitation: Definition and a Guide for Practitioners, Local Leaders and Decision Makers Working to Protect Children from Child Sexual Exploitation’ [February 2017]
Available at:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

Mult-agency practice principles for responding to child exploitation and extra familial harm – non statutory guidance developed by the Tackling Child Exploitation (TCE) Support Programme

<https://tce.researchinpractice.org.uk/>

APPENDIX 2

THE SIGNS AND SYMPTOMS OF THE FOUR CATEGORIES OF ABUSE & NEGLECT

Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children. Three types of abuse are identified: physical, emotional and sexual.

Physical Abuse

This form of abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

This is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse

This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs; it is likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

APPENDIX 3

DEFINITION, SIGNS & SYMPTOMS OF CHILD CRIMINAL EXPLOITATION (CCE) AND CHILD SEXUAL EXPLOITATION (CSE)

Different forms of harm often overlap and perpetrators may subject young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases, the exploitation will be in exchange for something the victim needs or wants (e.g. money, gifts or affection), and/or will be to the financial benefit of other advantage e.g. increased status, of the perpetrator. Exploitation may be by individual adults, groups or by other children (in the latter case, the child perpetrator should also be recognised as the victim).

Age may be a contributing factor, but there are also a range of other factors, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional wellbeing
- misuse drugs and alcohol
- go missing for periods of time or regularly come home late
- regularly miss school or education or do not take part in education

Children who have been exploited will need additional support to help maintain them in education

The information and guidance set out below is taken from Section A the non-statutory guidance document issued by the DfE in February 2017, 'Child Sexual Exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation' [DfE 2017].

The document is available at:

[Child Sexual Exploitation DfE Guidance 2017](#)

WHAT IS CHILD SEXUAL EXPLOITATION?

Child sexual exploitation is a form of child sexual abuse. It may involve physical contact, including assault by penetration (e.g. rape or oral sex), or non-penetrative acts (e.g. masturbation, kissing, rubbing or touching outside clothing). It may include non-contact activities such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

DEFINITION

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

CSE is typified by some form of power imbalance in favour of those perpetrating the abuse. Age is the most obvious power imbalance, it can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

CSE can:

- Affect any child or young person (male or female) under the age of 18, including 16- & 17-year-olds who can legally consent to have sex
- Still be abuse even if sexual activity appears consensual
- Include both contact and non-contact activity
- Take place in person or via technology, or a combination of both
- Involve force and/or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence
- Occur without the child or young person's immediate knowledge (through others sharing videos or images on social media)
- Be perpetrated by individuals or groups, males or females, and children or adults.
- Be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse
- Be opportunistic or complex organised abuse. It can involve force and/or enticement and may or may not, be accompanied by violence or threats of violence.

SIGNS & SYMPTOMS

Staff receive CSE training at least annually and will be alert to the key indicators that a child is being sexually exploited as set out in the DfE guidance outlined above.

Children rarely self-report CSE so it is important to be aware and alert to potential indicators of risk, including:

- Acquisition of money/clothes, mobile phones etc. without plausible explanation
- Gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school, college or work
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age/sexually transmitted infections
- Evidence of/suspicions of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional well-being

Staff will also be aware that some young people who are being sexually exploited do not exhibit any external signs of this abuse; CSE can occur without any of these risk indicators being present.

Staff will also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

Staff will also be aware that CSE can be difficult to identify because the indicators can sometimes be mistaken for 'normal adolescent behaviours'.

WHO IS MOST VULNERABLE TO CSE?

Any child in any community is vulnerable to child sexual exploitation, but CSE appears to be more prevalent in the following groups:

- Children aged 12 – 15 years of age [although this can drop to age 8 in relation to online CSE]
- Females [although boys can also be victims and are less likely to disclose the abuse]

The following life experiences also increase vulnerability:

- Having prior experience of neglect, physical and/or sexual abuse
- Lack of stable home environment [e.g. domestic violence, parental substance abuse or mental-health issues or criminality]
- Economic vulnerability [e.g. homelessness]
- Sexual identity issues / absence of safe environment to explore sexuality
- Being in care [particularly those in residential care or with interrupted care histories]
- Having a physical or learning disability

APPENDIX 4

SIGNS & SYMPTOMS OF FEMALE GENITAL EXPLOITATION

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman

Symptoms of impending FGM include:

- FGM may be likely if there is a visiting female elder
- There is talk of a special procedure or celebration to become a woman
- Parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays)
- Parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable.
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems.
- Prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- Reluctance to undergo normal medical examinations.
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Talking about pain or discomfort between her legs

APPENDIX 5**PROCEDURES & PRACTICES IN RELATION TO CME**

All staff are aware that students being absent from school, particularly repeatedly and/or for prolonged periods, and children missing from education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in the future.

We monitor attendance carefully and address poor or irregular attendance without delay.

In response to the guidance in Keeping Children Safe in Education (2023) the school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education or who are absent from education for prolonged periods (especially on repeated occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - Leave school to be home educated
 - Move away from the school's location
 - Remain medically unfit beyond compulsory school age
 - Are in custody for four months or more (and will not return to school afterwards)
 - Are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

APPENDIX 6

INDICATORS OF RADICALISATION OR EXTREMISM

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others

APPENDIX 7

A GUIDE TO PRIVATE FOSTERING ARRANGEMENTS

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

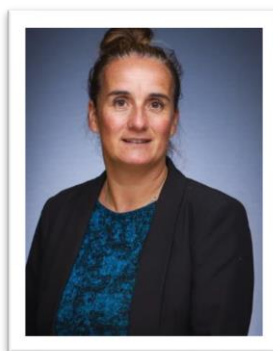
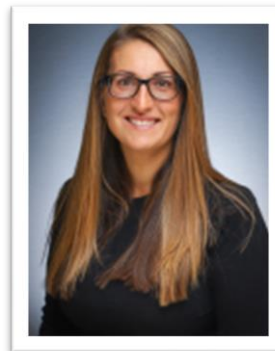
APPENDIX 8a

What do I do if I am concerned about a child?

All concerns should be recorded on CPOMS or emailed to the safeguarding team at safeguarding@billericayschool.com, where they will be investigated as a matter of urgency.

The Designated Safeguarding Lead (DSL) for Child Protection at The Billericay School is Karen Cooper (Assistant Head). If your concern is urgent, please also speak to Mrs Cooper, either in person, or via a telephone (Ext.109) or e-mail: kcooper@billericayschool.com as soon as possible.

If Mrs Cooper is unavailable and your referral is of an urgent nature, please refer your concern to one of the Deputy DSLs: Kate Dempster (Assistant Head), Nicky Griffiths (Head of House) or Suzanne Wood (Pastoral Support Team Manager) who will be able to offer advice. Concerns can also be discussed with the child's Form Tutor or Head of House.

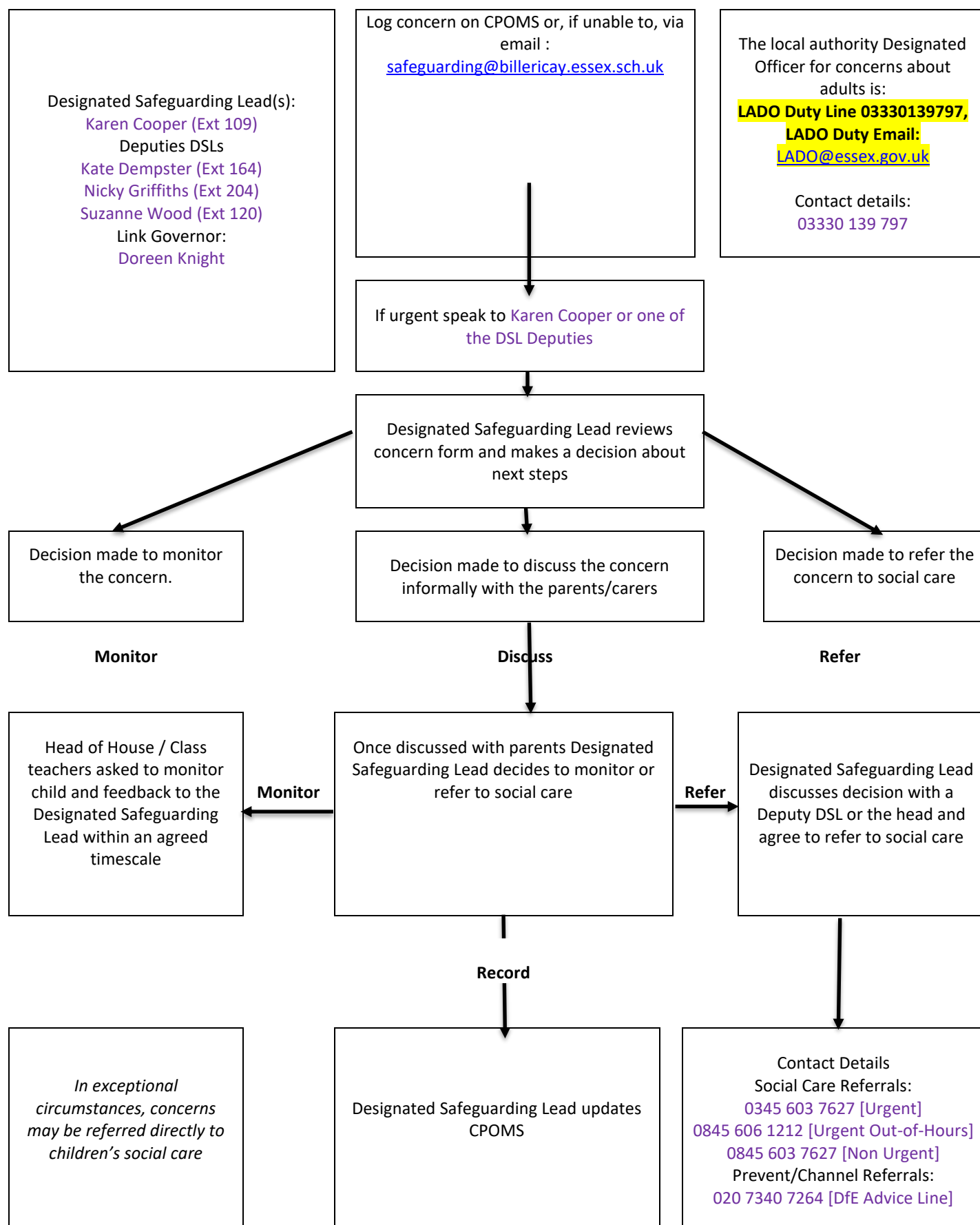
Karen Cooper**Kate Dempster****Nicky Griffiths****Suzanne Wood**

You can also report any urgent concerns directly to Social Care via Essex Social Services on 0345 603 7627 or the NSPCC on Tel: 0808 800 5000. In the event of an emergency, please call **999**.

What to do if a child discloses sensitive information:

- Listen carefully – do not interrupt
- Clarify the facts but do not interrogate
- Do not use leading questions
- Reassure the child that they have done the right thing by telling you
- Do not promise confidentiality but *do* reassure that we will be able to help
- Make accurate notes using the child's own words
- Don't investigate yourself
- Inform the DSL or Deputy DSL, who will decide whether to discuss with the child's parents/carers and/or social care

APPENDIX 8b
FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



APPENDIX 9
WHISTLEBLOWING POSTER



WHISTLE-BLOWING

If you're concerned about an aspect of safeguarding or staff behaviour then report it. For Child Protection, see Mrs Cooper. For other areas see the SLT Line Manager, the Headteacher Mr Berry or, ultimately, Mrs Doreen Knight Chair of Governors.

R:\Administration\SAFEGUARDING\Whistleblowing Policy

Staff can also contact the following with any whistleblowing concerns:
ESCB LADO on 03330 139 797 or NSPCC Whistleblowing Advice Line on 0800 028 0285

APPENDIX 10

SAFER RECRUITMENT GUIDELINES FOR STAFF

The 'Keeping Children Safe in Education' legislation has, since first published, included guidance for schools on Safer Recruitment practices. The 2018 version of the document has added some additional aspects to this.

The Trust HR Manager and the HR Administrator manage the process from the HR side, but Senior & Middle Leaders have a crucial role to play in this aspect of Safeguarding. The following guidance **MUST** be followed for all interviews.

Advertising the Vacancy

The SLT member of staff who line manages the faculty advertising the vacancy must submit the following to the PA to the Headteacher before any post can be advertised:

1. Job Description
2. Person Specification

Short-Listing for Interview

The PA to the Headteacher will provide the SLT member responsible for the advert with copies of each application received. Attached to this will be a photocopy of the person specification submitted with the request to advertise.

The SLT member and 1 other member of staff [usually another SLT member or MT member] must do the following before candidates are called for interview:

1. Indicate for each individual where they meet the criteria outlined on the person specification [highlighting any criteria met is the easiest]. Additional comments can be written on the forms; these will not be shared with candidates or other staff.
2. The highlighted person specifications should be returned to the PA to the Headteacher with a written note of which candidates you wish to be called for interview and when.
3. At the same time, a list of the interview questions you plan to ask must also be submitted to the PA to the Headteacher; there must be at least one question which tests the candidate's understanding of safeguarding & child protection issues.

In addition, online searches may be carried out on all shortlisted candidates as part of due diligence checks.

Interviews

- All interviews **MUST** be conducted by at least 2 members of staff.
- For external applicants, at least one member of the interview panel must have completed the accredited 'Safer Recruitment' training. A current list is available from the HR Administrator and a copy is included at the bottom of this guidance.
- The interview questions submitted at the short-listing stage should be used during the interview; the safeguarding question **MUST** be asked and a note of the response recorded on the application form or a copy of the question sheet which is then attached to the application form.
- The PA to the Headteacher will advise you whether or not 2 references have been received prior to the interview. If they have not, and you wish to offer the post to the candidate, you must make them aware that the offer will not be finalised until we have received both references.
- Finally, although not safeguarding related, please ensure that you are clear about the contractual terms of any offer of employment [hours/pay/pro-rata details] – these should be agreed with The Headteacher prior to the interview.

Post Interview

All documentation for each candidate must be returned to the PA to the Headteacher the same day please. This must include:

- An indication of the candidate's response to the safeguarding question (s) asked.

Safer Recruitment Trained Staff

Teaching Staff with Certified Safer Recruitment Training - for interview panels				
Full name	Position	Certificated Safeguarding Training date	Renewal date	Comments
Stewart Beckett	SENCO	18.10.22	17.10.23	
Patrick Berry	Headteacher	28.11.19	29.11.24	
Phil Cass	AAHT	03.12.20	03.12.25	
Karen Cooper	AHT	21.01.20	20.1.25	
Kate Dempster	AHT	23.01.19	23.1.24	
Davina Gunn	AAHT Joint Head of English	26.06.20	25.06.25	
Gemma Gray	2ic Mathematics	1.11.22	1.11.23	
Steph Hartie	AAHT Joint Head of English	9.3.22	9.3.23	
Jo Ingate	Deputy Headteacher	21.2.23	21.2.24	
Ahson Mohammed	CEO	26.02.20	25.2.25	
Philip Parkin	AHT	10.6.21	10.6.26	
Jon Payne	AAHT	01.09.22	4.10.23	
Briony Pidgen	AAHT	16.3.23	16.3.24	
Anthony Ward	TSA Director	15.6.20	15.6.25	
Matthew Willis	AAHT	24.2.23	24.2.24	
Andrew Wilson	AAHT	28.11.19	29.11.24	

Support Staff with Certified Safer Recruitment Training - for interview panels				
Full name	Job Title	Certificated Safeguarding Training date	Renewal date	Comments
Jacky Barton	Admissions Officer	28.2.23	28.2.24	
Tracy Brunning	Director of Finance and Business Operations	16.03.21	16.03.26	
Yvonne Denton	Catering Manager	26.02.20	25.2.25	
Joanne Gibbs	Exams Officer	12.2.2023	12.2.2024	
Caroline Hill	Sports Centre Manager	22.5.22	22.5.23	
Paul James	Facilities Manager	22.11.18	22.11.23	
Donna Martin	HR Administrator	13.10.20	13.10.25	

Chair of MAT Board				
Colin Breathwick		22.11.18	22.11.23	

APPENDIX 11

PROCEDURE FOR DEALING WITH SAFEGUARDING ALLEGATIONS AGAINST ADULTS IN SCHOOL

Introduction

This procedure details how concerns and allegations in respect of any adults engaged to work in the school will be dealt with. This includes circumstances where the allegation did not take place at the school or on school premises. "Work" includes on a voluntary basis, including as a governor.

These procedures are in accordance with the Department for Education statutory guidance document 'Keeping Children Safe in Education'.

The following principles apply:

- all concerns and allegations against adults will be taken seriously;
- all concerns and allegations against adults will be dealt with appropriately and in liaison with relevant parties, even where they relate to a person who is not an employee;
- all concerns and allegations against adults will be dealt with quickly, and in a fair and consistent manner that provides effective protection for the child, and at the same time, supports the person who is the subject of the allegation.

Scope

This procedure applies when there is a concern or allegation in relation to employees (including the Headteacher/CEO), supply and agency staff, volunteers, contractors and governors.

The school expects full co-operation and participation by third-party employers/agencies in the operation of this procedure. The school will ensure that all third-party employers/agencies are notified of this procedure before allowing any individuals employed by them to start work at the school.

The procedures do not apply where they relate to any such person who is no longer working at the school. Allegations against such persons, and historical allegations will be referred to the Police and Local Authority Designated Officer (LADO). The school will co-operate fully with relevant agencies in any investigations into these matters.

Roles and Responsibilities

It is everyone's responsibility to safeguard children and everyone has a role to play in identifying concerns, sharing information, taking prompt action and fully co-operating with this Procedure.

If anyone has any concerns about the conduct of an adult working at the school, they must report these immediately, to the Headteacher, other senior leader, the Designated Safeguarding Lead ("DSL"), or Deputy DSL, if the Headteacher is unavailable, or where concerns relate to the Headteacher or a governor, to the Chair of Governors, or where concerns relate to the Chair of Governors, to the Vice Chair or where unavailable the Safeguarding Governor.

Whistleblowing

Where at any point an individual feels unable to raise an issue with the appropriate person set out above, for example due to the sensitivity of the issue, or feels that their genuine concerns are not being addressed, they may refer to the Whistleblowing Policy. This policy sets out the framework for how issues can be raised confidentially internally, and/or if necessary, outside the management structure of the school to a prescribed body. For safeguarding and child protection allegations, individuals can refer to the Local Authority Designated Officer for child protection (LADO) LADO Duty Line 03330139797, LADO Duty Email: LADO@essex.gov.uk

or the NSPCC who have a dedicated helpline 0800 028 0285. The line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

Procedures

In some cases, an allegation will have been reported to, or discovered by, Social Care, the Police or the Local Authority Designated Officer (“LADO”), who will in turn inform the school (and where appropriate the third-party employer) and will initially lead and direct the investigation. In such cases the school, and where appropriate the third-party employer, will follow the advice and directions of these agencies.

Where a concern or allegation is initially reported to the school, the matter will be taken seriously and considered with an open mind. In rare cases, where it appears a person may be an immediate risk to children, or there is suggestion of a possible criminal offence, the matter must be reported to the Police by the school. This should usually be done via the Headteacher or where unavailable another senior leader or the Designated Safeguarding Lead (“DSL”) or Deputy DSL and advice should also be taken from the LADO. In such cases the school will wait for advice from the Police/LADO before taking any further action.

Initial investigation

The Headteacher or Chair of Governors, where the allegation relates to the Headteacher, will themselves, or arrange for an appropriate person to, be the case manager. The case manager will obtain advice and support as necessary; for example, from their human resources provider.

In certain circumstances, such as the lack of appropriate resources within the school or, given the nature or complexity of the allegation, the school may engage an independent investigator to be the case manager.

Third-party/Agency workers

Where a concern or allegation relates to a person employed by a third party/agency, the case manager will inform, and liaise with the employer/agency. The school will usually take the lead on the investigation but will invite the employer/agency’s human resource representative or equivalent person to relevant meetings and keep them informed.

The case manager will carry out a brief initial investigation to gather enough information to establish whether the allegation has foundation and whether the information indicates that a person has met the “harm test”, which is that they have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This “harm test” is explained on the Disclosure and Barring Service website [GOV.UK](https://www.gov.uk)

The initial investigation will be carried out immediately and will entail:

- Making a detailed written, signed and dated record of the information reported;
- Asking the person reporting the concern to immediately provide a written statement which should be signed and dated;
- Fact checking to establish that the incident could have happened e.g. was the accused person and child in the place mentioned and making a written and dated record.

Parents will be informed immediately if the child is injured or needs medical treatment.

The case manager will not:

- Investigate in great depth or ask leading questions;
- Interview the accused, children or any witnesses;
- Make assumptions or offer alternative explanations;
- Promise confidentiality, although may give assurance that the information will only be shared on a 'need to know' basis.
- If the case manager considers the harm test to have been met, see Page 52 for the procedures to apply.

In many cases, the harm test will not be met, and internal procedures will be followed.

Suspension and alternatives

On the basis of the facts available at each stage of these procedures, it may be considered appropriate to remove the accused person from certain roles or contexts or from the school entirely where:

- There is cause to suspect a child or other children at the school are at risk of harm.
- The case is so serious that it might be grounds for dismissal.
- Allowing the employee to remain at work could hinder the investigatory process.
- There is a restriction in place such as bail conditions or an interim prohibition order.

The LADO may advise on this matter, but the decision will be made by the school.

Employees

The case manager will undertake a detailed risk assessment and explore all options to avoid suspension such as redeployment or reallocation of duties will be considered. If suspension is considered necessary, the rationale and justification will be recorded in the risk assessment in addition to the alternatives to suspension that were considered and why they were considered not to be appropriate in the circumstances.

The employee will receive written confirmation of their suspension, including written reasons for the suspension, within one working day. They will also be notified of the support available.

Volunteers

The case manager will make a judgement, based on the nature of the concern or allegation and the evidence available, about whether it is appropriate to stop the volunteer attending school while the investigation is carried out.

Third Party/Agency Workers

The case manager will liaise with the third-party employer/agency to determine whether it is appropriate to redeploy or suspend the supply teacher/contractor, during the investigation. The school will not decide to cease to use the worker entirely until the investigation is complete and an outcome reached.

Governors

Where appropriate, a governor may be asked to absent themselves from some or all aspects of their functions, or in the most serious cases, and where regulations allow, may be suspended, during an investigation.

All arrangements will be discussed with the person concerned, confirmed in writing and kept under regular review.

Referrals

A referral will be made to the DBS, when an individual is removed from work that is regulated activity where the harm test is satisfied in respect of an individual and there is sufficient evidence to meet the referral criteria: [gov.uk - dbs referrals guidance](https://www.gov.uk/guidance/db-referrals).

Procedures where the harm test is met

The case manager will report the allegation to the LADO within one working day. Failure to report an allegation or concern in accordance with procedures is a potential disciplinary matter.

The LADO will liaise with other agencies such as the Police or Children's Social Care as appropriate, to determine next steps and the school will follow the directions of these agencies.

This may include:

- What, if any, information can be shared with parents and the accused person and at what point.
- Provision of further information about child/ren or adults.
- Attendance at a strategy or management planning meeting to share relevant information and plan next steps.

The LADO will advise the school when the agencies involvement is concluded and the matter is handed back to be dealt with through internal procedures.

Criminal cases

In most cases, internal procedures cannot be applied until the conclusion of police processes. The police should inform the employer and designated officer(s) immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after the person has been charged. In those circumstances, the designated officer(s) should discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or children's social care services should inform that decision. Where the police are involved, wherever possible the employer should ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process.

Internal Procedures

Internal procedures will be followed where the harm test is not met and where LADO, Social Care and/or Police involvement is concluded and/or it is agreed that the school can follow its internal procedures.

If, at any stage, new information emerges that requires a referral, the internal procedures should be held in abeyance and only resumed if agreed with the LADO, children's social care and the Police. Consideration or a review of suspension/alternate arrangements should be also undertaken.

Employees

Where the concern or allegations relates to an employee, the Disciplinary Procedure will be applied. The outcome will be determined and communicated to the employee, and recorded in the child protection records.

Volunteers

Where a concern or allegation relates to a volunteer, the case manager will arrange for an investigation to be carried out. This will involve gathering relevant information and evidence, including speaking to the volunteer.

At the end of the investigation, the outcome will be determined and communicated to the volunteer, and recorded in the child protection records.

Having reached a determination, the case manager will decide whether it is appropriate to allow the individual to continue to volunteer, and if so whether there are any conditions or considerations, such as additional training or supervision.

Third party workers, including agency supply teachers and other workers

In the case of workers who are not employees of the school, their employer is responsible for applying their internal procedures. However, where necessary the school will lead in carrying out investigations, as agencies will not have access to children and other staff to collect facts. In any case, the school will fully co-operate with and provide support as required, to the third-party employer and other agencies. Subject to the outcome of the investigation, the school may decide to cease to engage the worker.

Governors

Where a concern or allegation relates to a governor, the Complaints against Governors Procedure will be applied. The outcome will be determined and communicated to the governor, and recorded in the child protection records.

Conclusion of safeguarding cases

Investigations into allegations will be completed and the outcome recorded, regardless of whether the person involved resigns or otherwise ceases their engagement at the school prior to the conclusion of the investigation or criminal or internal procedures. The individual will be invited to participate in internal procedures at all stages, but they will proceed even if the person declines to co-operate.

Settlement agreements will **not be used** to resolve employee relations matters relating to safeguarding.

The following definitions will be used when determining and recording the outcome of investigations:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Records and References

Allegations which are found to be malicious will be removed from personnel records. In all other cases, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, a note of any actions taken and decisions reached will be recorded and retained on the personnel file of the accused and a copy provided to the individual.

The school has a duty to report relevant safeguarding allegations in employment/volunteer references in respect of relevant employment/engagement and will do so. Allegations proven to be false, unsubstantiated or malicious will not be included in any references.

The school has an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. All other records will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer. Full details can be found in the school's record retention schedule.

Referrals

A referral to the Disclosure and Barring Service (DBS), and where appropriate the Teacher Regulation Agency, will be made on the conclusion of case where the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Return to work

Where it is decided on the conclusion of a case that a person who has been suspended or placed on alternate duties, can return to work, the case manager will consider how best to facilitate this.

Consideration will be given, in consultation with the person, about what help and support should be given. This may include a phased return or a short-term mentor for support and consideration of how the person's contact with the child or children to whom the allegation related can best be managed if they are still a pupil or student.

Reflections and further action

If an allegation is determined to be false or malicious, the school will liaise with relevant agencies to determine what, if any, further interventions or action may be necessary in respect of the accuser. In other cases, the school will reflect on its practice and procedures to determine whether there are any improvements to be made.

Support for those involved

The school will act to manage and minimise the stress inherent in the allegations process.

- Allegations will be dealt with expeditiously, fairly and thoroughly;
- Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, and updates on progress, unless there is an objection by the children's social care services or the police;
- Employees should contact their trade union representative and have the right of representation by a trade unions representative or work colleague at any formal disciplinary meeting.
- Other individuals should seek appropriate support e.g. citizens advice, their professional body;
- Individuals will be given access to welfare counselling or medical advice where this is appropriate and available. In case of third-party workers, this will be the responsibility of their employer; and
- All individuals subject to alternate work arrangement/suspension will be given a named contact to provide relevant updates regarding events in the workplace and to act as a conduit for information/communication as appropriate. In the case of third-party workers, this will be the responsibility of their employer.
- Parents will be told the outcome subject to any restrictions within the Data Protection Act and where relevant, the Human Rights Act.

Confidentiality

It is essential that strict confidentiality is maintained at all time, by all parties.

It is however a statutory requirement for schools and where applicable their staff, to share relevant information in relation to safeguarding matters and as such the school will share information with the LADO, police, children's social care, other agencies such as the DBS and the Teaching Regulation Agency, and individuals such as parents/carers, as required and in accordance with its obligations and any regulations, including the Data Protection Act and the Human Rights Act.

The Education Act 2002 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher in a school who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply to everybody until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions are disapplied if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.