Safeguarding and Child Protection Policy
Southview School

APPROVED BY BOARD OF TRUSTEES:
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1. Introduction

"Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child."

(Keeping Children Safe in Education – DfE, 2026)

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

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

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

- ❑ Providing help and support to meet the needs of children as soon as problems emerge
- ❑ protecting children from maltreatment, whether that is within or outside the home, including online
- ❑ preventing the impairment of children's mental and physical health or development
- ❑ ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- ❑ taking action to enable all children to have the best outcomes

Our school has a whole-school approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do and that it underpins all systems, processes and policies. We will always listen to and advocate for children and ensure that our work reflects the voice of the child.

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

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2. Statutory framework

There is government guidance set out in Working Together to Safeguard Children (DfE 2026) on how agencies must work in partnership to keep children safe. This guidance places a shared and equal duty on three Safeguarding Partners (the Local Authority, Police and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements. In Essex, these arrangements sit under the Essex Safeguarding Children Board (ESCB). The statutory partners are Essex County Council, Essex Police and the NHS Integrated Care Board covering the county.

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

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

Guidance

- Keeping children safe in education (DfE, 2026)
- Working Together to Safeguard Children (DfE, 2026)
- Working together to improve school attendance (DfE, 2026)
- Generative AI: product safety expectations (DfE, 2026)
- School suspensions and permanent exclusions (DfE, 2026)
- Meeting digital and technology standards in schools and colleges (DfE, 2026)
- Restrictive interventions, including use of reasonable force in schools (DfE, 2026)
- Mobile phones in schools (DfE, 2026)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2025)
- Children missing education: statutory guidance for local authorities and schools (DfE, 2025)
- Behaviour in schools (DfE, 2024)
- Information Sharing (DfE, 2024)
- Teaching online safety in schools (DfE, 2023)
- Searching, screening and confiscation in schools (DfE, 2023)
- Preventing and Tackling Bullying (DfE, 2017)
- What to do if you're worried a child is being abused (HMG, 2015)

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- Information sharing advice for safeguarding practitioners (DfE, 2024)
- Early help and effective support (Essex Safeguarding Children Board, 2026)
- Education Access Team - Children Missing Education / Home Education policy and practice (Essex County Council, 2023)
- Children's Wellbeing and Schools Act 2026
- Crime and Policing Act 2026
- Victims and Prisoners Act 2024
- Domestic Abuse Act 2021
- Data Protection Act 2018
- Children and Social Work Act 2017
- Counter-Terrorism and Security Act 2015
- Serious Crime Act 2015
- Education (Pupil Registration) Regulations 2006
- Children Act 2004
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
- Education Act 2002
- Children Act 1989

3. Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools, the Local Authority and other agencies who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead[s]) are displayed on the cover sheet of this document. However, we are clear that safeguarding is everyone's responsibility and that everyone who comes into contact with children has a role to play.

The Trust Board

The Trust Board has strategic leadership responsibility for safeguarding at Hope Learning Community. It ensures that our safeguarding arrangements comply with all legal duties and that our policies, procedures and training are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place, that the Child Protection Policy reflects statutory and local guidance and that it is reviewed at least annually.

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

The Trust Board ensures the school engages with statutory safeguarding partners and contributes to multi-agency working, in line with statutory and local guidance. It understands the importance of sharing information in keeping children safe and ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The Trust Board ensures that all adults in our school (including Local Ambassadors/Trustees) who work with children receive safeguarding and child protection training at induction as appropriate and that it is regularly updated.

The Trust Board/Local Academy Committee ensures our pupils are taught about safeguarding (including online safety) through teaching and learning opportunities as part of a broad and balanced curriculum. We teach our children how to keep themselves safe and we work in accordance with statutory guidance to help children recognise and respond to risk and to prevent them from coming to harm. We comply with government regulations which make the subjects of Relationships Education (for primary age pupils) and Relationships and Sex Education (for secondary age pupils) and Health Education (for all pupils in state-funded schools) mandatory.

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

The Trust Board is responsible for ensuring that adults in our school are suitable – this is done by:

- ensuring we have in place safer recruitment procedures that help to deter, reject or identify people who might abuse children
- ensuring we meet statutory responsibilities to check adults working with children and have recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information)
- ensuring volunteers are appropriately supervised in school

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- online safety (including strategic oversight of filtering and monitoring systems to support this)

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

The Headteacher

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

The Designated Safeguarding Lead (and Deputy / Deputies)

The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection in our school. Their role includes managing child protection referrals, working with other agencies, ensuring all staff are appropriately trained, leading on online safety (including filtering and monitoring standards), managing and sharing safeguarding information and child protection files and raising awareness of all safeguarding and child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that any referrals to Essex Children's Social Care (Children and Families Hub) and / or the Police are made in a timely way and in accordance with current SET procedures. They work with the local authority and the ESCB as required and ensure that information is shared appropriately.

The Deputy Designated Safeguarding Leads are trained to the same standard as the Designated Safeguarding Lead. If for any reason the Designated Safeguarding Lead is unavailable, the Deputy Designated Safeguarding Leads are able to act in their absence, so there is always cover for this role.

All school staff

Everyone in our school has a responsibility to provide a safe learning environment where our children can learn. We recognise the need to identify concerns as they emerge so we can stop them from escalating and all staff are therefore aware of how to identify children who may benefit from early help. They are particularly

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alert to children who may have additional need for support either in community-based early help or through access to other agencies.

All staff are aware of the types of abuse and safeguarding issues that can put children at risk of harm. Our staff are aware of the indicators of abuse, neglect, exploitation and modern slavery and they understand that children can be at risk of harm inside and outside of their home or our setting and also online.

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

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

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

4. Types of abuse / specific safeguarding issues

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

"Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others... Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse."

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The guidance refers to four main categories of abuse:

- **Physical**: a form of abuse causing physical harm to a child – this includes where an adult fabricates or deliberately induces illness in a child
- **Emotional**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development
- **Sexual**: forcing or enticing a child to take part in sexual activities (through actual physical or online contact)
- **Neglect**: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development (neglect may also occur during pregnancy)

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

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

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

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

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

We recognise that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The Designated Safeguarding Lead will lead on these issues and work with other agencies as appropriate.

Risk in the community (RIC)

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

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

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

Child on child abuse can manifest itself in many ways and may occur in person and / or online. This may include bullying (including cyber bullying), physical abuse, physical / sexual assault, harmful sexual behaviours, 'up-skirting', 'sexting' or initiation / hazing type violence and rituals. We do not tolerate harmful behaviour of any kind in school and will take swift action to intervene where this

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occurs, challenging inappropriate behaviours when they occur to prevent them from escalating. We do not normalise harmful behaviour or abuse, and it is not tolerated in our setting. Our culture is very much one of kindness, compassion, hope, connection and belonging.

Any incidents of child-on-child abuse will be managed in the same way as any other child protection concern and we will follow the same procedures. We will seek advice and support from other agencies as necessary and ensure that appropriate agencies are involved when required.

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

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

At Southview School, we have several policies that outline procedures for addressing child-on-child abuse, including our Anti-Bullying Policy, Behaviour for Learning Policy and Child-on-Child Abuse Policy.

Children who are absent from education

All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. We recognise that good attendance begins with our school being somewhere our children want to

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be, and also that some children find it harder to attend school for a range of reasons. We will always try to understand underlying reasons for absence and will work collaboratively with other partners to support children to attend school and to ensure that they receive the right help at the right time.

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

Parents should always inform us of the reason for any absence. Where this does not happen, we will attempt contact with parents (parents are required to provide at least two emergency contact numbers to the school, to enable us to communicate with someone if we need to). Where contact is not made, a referral may be made to another appropriate agency (Children Missing Education Team, Social Care and / or Police). Our school must inform the local authority of any pupil who has been absent without school permission for a continuous period of 10 days or more.

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

Domestic abuse

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

Our school recognises that exposure to domestic abuse (either by witnessing or experiencing it) can have a serious, long-term emotional and psychological impact on children. We work with other key partners, and we receive and share relevant information where there are concerns that domestic abuse may be an issue for a child or family, or be placing a child at risk of harm.

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

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

Harmful sexual behaviour

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

Our school has a 'zero-tolerance' approach to harmful sexual behaviour of any kind, and any inappropriate behaviour is challenged and addressed to prevent it from escalating. We do not accept misogynistic or misandrist behaviours and work in accordance with all statutory guidance in relation to such behaviours and with other agencies as appropriate.

We seek to teach our pupils about healthy and respectful relationships, boundaries and consent, equality, the law and how to keep themselves safe (on and offline). Our Personal, Social, Health Economic Education (PSHE) Policy, contains information on how we teach statutory Relationships, Sex and Health Education at Southview School.

Further information on how we: work with pupils, parents/carers and staff to minimise the risk of harmful sexual behaviour, how we respond to and investigate alleged incidents, and how we support all pupils involved in this process, can be found in our Child-on-Child Abuse policy.

Mental health

We recognise that good mental health for all our children and staff is very important, and we understand the part our school plays in this. We work to

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

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

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

Online safety

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

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, misandry, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories
- **contact:** being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example peer to peer pressure, commercial advertising as well as adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;
- **conduct:** online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying including those generated using AI and online bullying,

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- **commerce:** risks such as online gambling, inappropriate advertising, phishing and / or financial scams

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

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

Prevention of radicalisation

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

The Prevent Duty requires schools to:

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

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

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Our school operates in accordance with local procedures for PREVENT and with other agencies, sharing information and concerns as appropriate. Where we have concerns about extremism or radicalisation, we will seek advice from the Local Authority Education Prevent Lead or appropriate agencies and, if necessary, refer to the Police and / or Social Care.

Serious violence

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

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

Honour or faith-based abuse (including Female Genital Mutilation and forced marriage)

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

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

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

A *forced marriage* is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a

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crime. We will always report any concerns that a child may be or has been subjected to a forced marriage and will work with the appropriate agencies.

5. Procedures

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

All staff members have a duty to identify and respond to suspected or actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred, must report it immediately to the Designated Safeguarding Lead (or, in their absence, the Deputy Designated Safeguarding Lead).

All action is taken in accordance with the following guidance:

- ❑ Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2026)
- ❑ Early help and effective support - Essex Safeguarding Children Board
- ❑ Keeping Children Safe in Education (DfE, 2026)
- ❑ Working Together to Safeguard Children (DfE, 2026)
- ❑ PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Any staff member or visitor to the school must refer any concerns to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and / or the Police. Less urgent concerns or requests for support will be sent to the Children and Families Hub via Essex Effective Support. We may also seek advice from Social Care or another appropriate agency about a concern if we are unsure how to respond to it. Wherever possible, we will share any safeguarding concerns, or an intention to refer a child to another agency, with parents or carers. However, we will not do so where it is felt that to do so could place a child at greater risk of harm or may impede a criminal investigation. If it is necessary for an external agency to meet with a child in school, we will always seek to inform parents or carers, unless we are advised not to by that agency. On occasions, it may be necessary to consult with the Children and Families Hub and / or Essex Police for advice on when to share information with parents / carers.

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

Where an immediate response is required, and if for any reason the Designated Safeguarding Lead (or deputy) is not immediately available, this will not delay any appropriate action being taken. Safeguarding contact details are displayed around the school to ensure that all staff members have access to urgent safeguarding support, should it be required. Any individual may refer to Social Care where there is suspected or actual risk of harm to a child.

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the Designated Safeguarding Lead (and deputy/deputies) and how to share concerns with them. We also provide information on safeguarding to any visitor to our school, so they understand how to report a concern if they have one.

6. Children potentially at risk of greater harm

We recognise that some children may potentially be at risk of greater harm and require additional help and support. These may be:

- children with a Child in Need or Child Protection Plan, those in Care or previously in Care
- children with special educational needs, disabilities or health issues
- children requiring support with mental health
- young carers
- children with medical needs
- children who are lesbian, gay or bisexual
- children who are questioning their gender

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

- ❑ that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability
- ❑ that they may be more prone to peer group isolation than others
- ❑ that they may be disproportionally impacted by things like bullying, without outwardly showing signs

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- ❑ potential communication difficulties in managing or reporting abuse or recognising that abuse is occurring
- ❑ potential additional risks due to higher dependency on adults and / or need for intimate care
- ❑ issues with understanding the risks online and how it may influence their behaviour

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

7. Training

In line with statutory requirements, the Designated Safeguarding Lead (and deputy/deputies) undertake Level 3 child protection training at least every two years. The Headteacher, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from the Essex Safeguarding Children Board (ESCB). In addition, all staff members and other adults working with children in our school receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. We keep records of any safeguarding / child protection training undertaken by staff and governors.

The school ensures that the Designated Safeguarding Lead and deputies also undertake training in inter-agency working and other matters as appropriate.

8. Information sharing and confidentiality

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

We understand that no individual knows everything about a child or family. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information, where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as

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respecting the right to a private and family life, would not prevent sharing information where there are real safeguarding concerns. Fears about sharing information cannot (and will not) stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and are regularly reviewed; and our online school privacy notices accurately reflect our use of data for child protection purposes.

A member of staff will never guarantee confidentiality to anyone (including parents/carers or pupils) about a safeguarding concern, nor promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead (or deputy) and may require further referral to and subsequent investigation by appropriate authorities.

In some cases, it may be necessary for the Designated Safeguarding Lead (or deputy) to share information on individual child protection cases with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

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

9. Child protection records

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

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

Any records relating to child protection are kept on an individual child protection file for that child (which is separate to the pupil file). All child protection records

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are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting.

In line with statutory guidance, where a pupil transfers from our school to another school / educational setting (including colleges), their child protection records will be securely forwarded to the new setting. We will obtain evidence that they been safely received by the new school and then destroy any records held in our school. Where appropriate, the Designated Safeguarding Lead may also make contact with the new setting in advance of the child's move there, to enable planning so appropriate support is in place when the child arrives.

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

10. Multi-agency working

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

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

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

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11. Allegations about members of the children's workforce

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

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

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

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

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

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

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Any concern relating to the Headteacher should be reported directly to the Chief Executive Officer, who will refer the matter to the Children's Workforce Allegations Team.

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

12. Behaviour and use of physical intervention

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

We work in accordance with the DfE guidance: Use of reasonable force and other restrictive interventions guidance (DfE 2026) and our approach to this is set out in our Restrictive interventions, including use of reasonable force Policy.

13. Mobile Phones

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

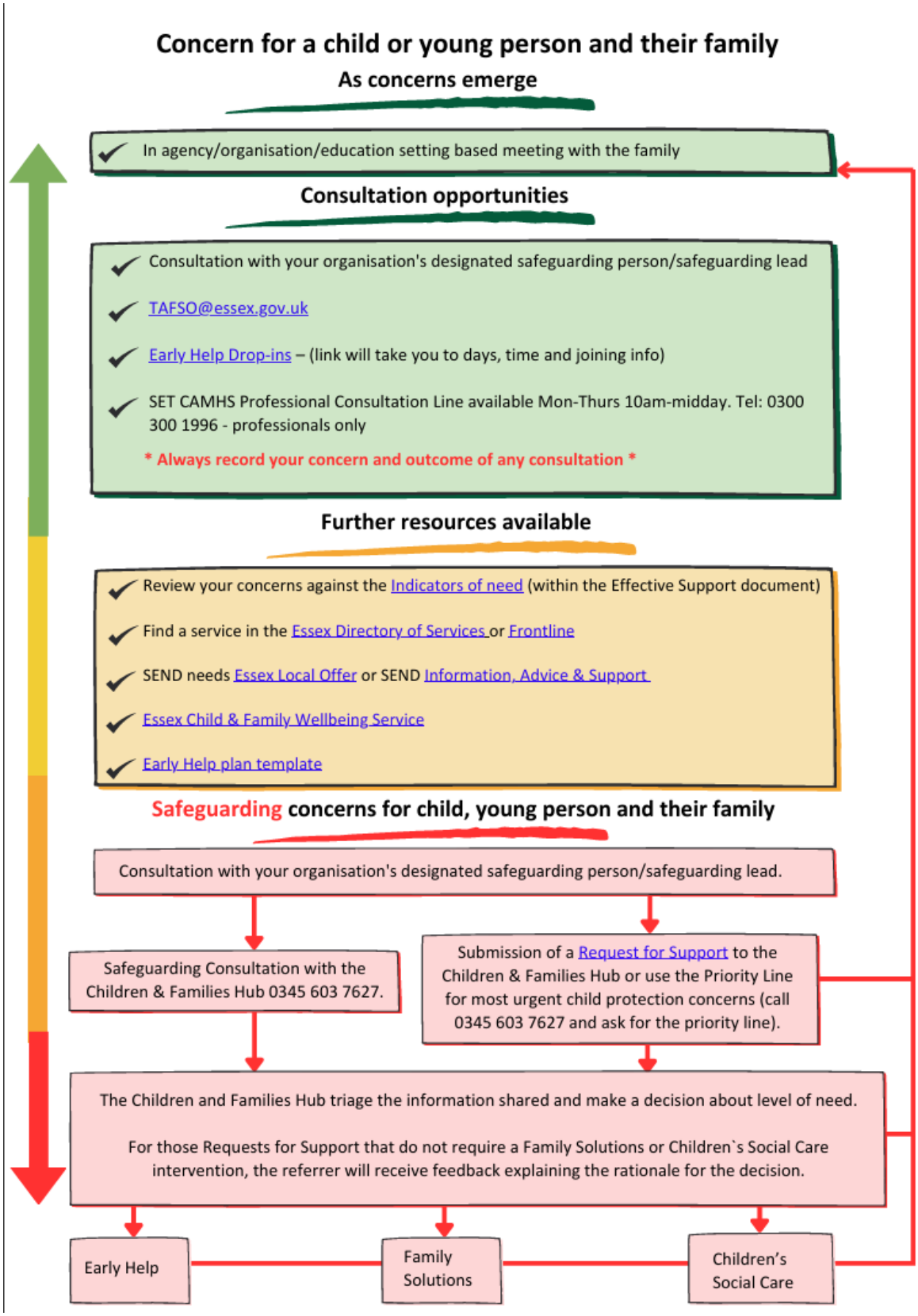
14. Whistleblowing

All members of staff and the wider school community should feel able to raise concerns about poor or unsafe practice and have confidence that any concern will be taken seriously by the school leadership team. We have 'whistleblowing' procedures in place and these are available in our Whistleblowing Policy. However, for any member of staff who feels unable to raise concerns internally, or where they feel their concerns have not been addressed, they may contact the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or by email at: help@nspcc.org.uk.
Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk.

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Appendix A:

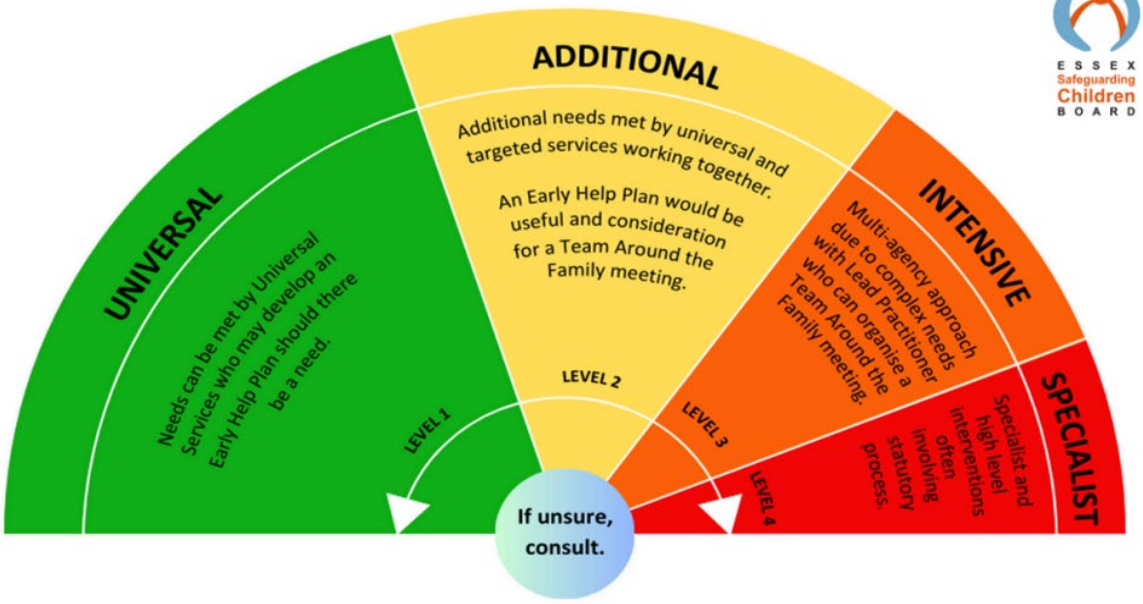
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Appendix B: Essex Windscreen of Need and levels of intervention

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The Effective Support Windscreen



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

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

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

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

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Appendix C: Missing Child Protocol – arrangements for children who have missing episodes

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

*(*College of Policing Authorised Professional Practice Guidance)

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

This guidance sets out the procedures to follow when children go missing from schools and other education settings, hereafter referred to as education settings. Missing children are among the most vulnerable in our community. Sometimes children go missing from education settings. When this occurs, it is important that action is taken quickly to address this, and in line with local procedures. This document should be read in conjunction with the education setting's Child Protection Policy, and the Southend, Essex and Thurrock Child Protection Procedures (SET Procedures).

- Essex Schools Infolink – for the model Child Protection Policy and other resources
- Essex Safeguarding Children Board – for the SET Procedures and other resources

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

Education setting staff may be asked to attend strategy meetings for a missing child and should prioritise attendance at these meetings. Where children missing frequently are open to Children's Social Care, a Missing Prevention Plan may be in place. Where this is the case, the education setting may be set actions as part of the Missing Prevention Plan and should receive a copy if consent has been provided.

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

text and social media and contacting their parents/carers. If none of these actions locate the child, they must be reported missing to the Police by dialling 101, **or 999 if there is a belief that the child is immediately suffering significant harm.** It is important that the police are informed

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of any checks already completed as it may save time and prevent duplication of tasks set by the police to locate a child.

Education setting staff must inform the child's parents/carers that the child has been reported missing. Where the child has a Social Worker, they should also be informed. After a child has been reported missing, any further information should be communicated to the police by telephoning 101 and quoting the incident number that the police would have provided following the initial report. Further information must be passed to the police as soon as possible, as officers will continue to search for the child until informed of their return.

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

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

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

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

Useful contacts:
Shane Thomson, ECC Missing Co-ordinator: shane.thomson@essex.gov.uk
Lucy Stovell, ECC Missing Chats: lucy.stovell@essex.gov.uk

This information is issued by:
Essex County Council

Contact us:
educationsafeguarding@essex.gov.uk
semhstrategy@essex.gov.uk

Education Safeguarding Team
Essex County Council
County Hall, Chelmsford
Essex, CM1 1QH

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Appendix D:

Southview School – Safeguarding Protocols

The View follows well established policies within Southview School but recognises students will stay evenings and overnight, and will potentially have an elevated safeguarding risk. This is due to The View being a residential provision which gives more time for recreational activities. Staff will need to have increased vigilance with additional alertness and give consideration to different circumstances. This will be referenced in students Placement Plans.

Introduction:

What is the difference between Safeguarding and Child Protection?

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's and learners' 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. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

This policy is to be read in conjunction with the school's Child Protection Policy and in line with the latest versions, published by the DfE of:

- **Working Together to Safeguard Children.**
- **Keeping Children Safe in Education.**

Trustees, take seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children, and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering, or potentially suffering, harm. We recognise that all adults, including temporary staff, volunteers, Trustees and Local Advisory Committee Members (Ambassadors), have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

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Wherever the word “staff” is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc, and governance volunteers (Trustees/Local Advisory Committee Members).

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All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting all possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance) and a central record is kept for audit.

Safe premises, Safe Staff

We will ensure that:

All members of the governing body, Local Advisory Committee (LAC), designated Trustee and Local Safeguarding Ambassador understand and fulfil their responsibilities, namely to ensure that:

- There is a Child Protection Policy together with a staff behaviour (Code of Conduct) Policy
- The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- A senior leader has Lead Designated Child Protection Officer responsibility (currently the Head Teacher. The Deputy Head, Senior Assistant Head, Residential Lead, Personal Assistance Manager and the Medical & Therapy Lead take on the role of Assistant Designated Lead) (Designated Safeguarding Leads "DSLs").

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- On appointment, the DSLs undertake training and also undertake an update course every 2 years
- All other staff have Safeguarding training updated as appropriate. All members of staff and volunteers are provided with child protection awareness information at induction and the school safeguarding protocols, so that they know who to discuss a concern with.
- Staff and governance volunteers, have child protection awareness training, updated by the DSL (or external bodies) as appropriate, to maintain their understanding of the signs and indicators of abuse.
- All members of staff, volunteers, and governors know how to respond to a Student who discloses abuse through safeguarding training.
- A member of the Trust Board, usually the Chair, is nominated to liaise with the LA on Child Protection issues in the event of an allegation of abuse made against the Head Teacher.
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means.
- The Trust Board considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE), on line safety and SRE.
- The school supports parents to keep themselves and their children safe whilst using technology.
- That enhanced DBS checks are in place for all governance volunteers.
- The DSLs who are involved in recruitment will also complete Safer Recruitment training.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy on the school's website.
- We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO (Local Authority Designated Officer) for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- The View's premises themselves are regularly inspected to ensure the environment is as safe as possible.
- The View has regular fire alarm drills and there is a protocol in place for The View lock down.
- The View will always have a DSL on call to be able to communicate with if a safeguarding incident has occurred.

The name of the designated members of staff for Child Protection, the Designated Child Protection Officers are clearly advertised in The View and pamphlets outlining safeguarding/child protection procedures are given to visitors when they sign in at Reception.

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All new members of staff will be given a copy of our child protection procedures, Child Protection Policy, with the DSLs names clearly displayed, as part of their induction into the school.

The policy is available publicly either on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school website.

Responsibilities

The designated DSLs are responsible for:

- Referring a child if there are concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss concerns.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.
- Liaising with other agencies and professionals.
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where appropriate.
- Organising child protection induction, and update training every year for all school staff.

Supporting Children

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.

We recognise that The View may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

The View will support all students by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the College.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns, who leaves the View, by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the View medical records are forwarded as a matter of priority.

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Confidentiality:

We recognise that all matters relating to child protection are confidential. The Head Teacher or DSLs will disclose any information about a child to other members of staff or governors on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Essex Safeguarding Children Board.

Supporting Staff

We recognise that staff working at The View who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

Allegations against staff

All staff should take care not to place themselves in a vulnerable position with a Student. It is always advisable for interviews or work with individual children to be conducted in view of other adults wherever this is practically possible.

We understand that a student may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Head Teacher. The Head Teacher on all such occasions will discuss the content of the allegation with the LADO. If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately inform the Chair of Trustees who will consult as above, without notifying the Head Teacher first.

Suspension of the member of staff, excluding the Head Teacher, against whom an allegation has been made, needs careful consideration, and the Head Teacher will seek the advice of the LADO and Personnel Consultant in making this decision.

In the event of an allegation against the Head Teacher, the decision to suspend will be made by the Executive Head with advice as above.

Safer Recruitment

We are committed to recruiting safely and all new members of staff undergo a rigorous recruitment process, including an enhanced DBS check. We always ensure that there is always at least one person on the interviewing panel who has been safer recruitment trained. Furthermore, in line with current recommendations, potential new staff will be subject to a 'digital screening' process prior to interview and being offered a position within the school.

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Whistle-blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistle Blowing Policy.

Whistle-blowing re the Head Teacher should be made to the Chair of Trustees whose contact details are governance@hopelearningcommunity.org.uk

Yellow forms are available for staff to report low level concerns and staff have had appropriate training on how to report concerns.

Physical Intervention / Positive Handling

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events will be recorded in the 'Bound and Numbered Book' and will be reviewed by the Head Teacher as part of the child protection protocols. Key staff have been appropriately trained. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Anti-Bullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

Racist Incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, asking children to report whether they have had happy/sad lunchtimes/playtimes.
- Ensure that all children know there is an adult in the school whom they can approach if they

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are worried or in difficulty.

- Include safeguarding opportunities across the curriculum, including PSHE, which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety and independent living where appropriate.

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

Monitoring and Evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governance visits to the school including termly checks of The Single Central Record.
- SLT 'drop ins' and discussions with children and staff.
- Pupil surveys and questionnaires.
- Scrutiny of Attendance data.
- Scrutiny of range of risk assessments.
- Scrutiny of Trust Board and LAC minutes.
- Scrutiny of accident/injury data.
- Logs of bullying/racist/behaviour incidents for SLT and Trust Board to monitor.
- Review of parental concerns and parent questionnaires.
- CEO, Trustee and external bodies regular monitoring.

Peer on peer abuse

All staff should recognise that children are capable of abusing their peers. All staff should be clear about their school's or college's policy and procedures with regard to peer on peer abuse.

Southview School ensures that their procedures include:

- procedures to minimise the risk of peer on peer abuse;
- how allegations of peer on peer abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up";
- recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and
- the different forms peer on peer abuse can take, such as:

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- sexual violence and sexual harassment. Part five of this guidance sets out how schools and colleges should respond to reports of sexual violence and sexual harassment;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery): the policy should include the school's or college's approach to it. The department provides Searching Screening and Confiscation Advice for schools. The UK Council for Child Internet Safety (UKCCIS) Education Group has published Advice for Schools and Colleges on Responding to Sexting Incidents; and
- initiation/hazing type violence and rituals.
- 'Catfish' and 'sadfish' type abuse.

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm.
- Justifies the need for careful assessment and discussion with designated / named / lead person.

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- May require consultation with and / or referral to Children's Services. The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s.
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses.
- Have unrealistic expectations of the child.
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment).
- Be absent or misusing substances.
- Persistently refuse to allow access on home visits.
- Be involved in domestic abuse.

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury.
- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- The parents/carers are uninterested or undisturbed by an accident or injury.
- Parents are absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E departments.
- Reluctance to give information or mention previous injuries.

Bruising (see SET guidance)

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby.
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding.
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive).

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- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally.
- Variation in colour possibly indicating injuries caused at different times.
- The outline of an object used e.g. belt marks, hand prints or a hair brush.
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.
- Bruising around the face.
- Grasp marks on small children.
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine).
- Linear burns from hot metal rods or electrical fire elements.
- Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks).
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type.
- There are associated old fractures.
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.
- There is an unexplained fracture in the first year of life.

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Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse. The

following may (but not always) be indicators of emotional abuse:

- Developmental delay.
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment.
- Indiscriminate attachment or failure to attach.
- Aggressive behaviour towards others.
- Scape-goated within the family.
- Frozen watchfulness, particularly in pre-school children.
- Low self esteem and lack of confidence.
- Withdrawn or seen as a "loner" – difficulty relating to others.

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct.
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age.
- Continual and inappropriate or excessive masturbation.
- Self-harm (including eating disorder), self-mutilation and suicide attempts.
- Involvement in prostitution or indiscriminate choice of sexual partners.
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area.

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- Blood on underclothes.
- Pregnancy in a younger girl where the identity of the father is not disclosed.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, in appropriate to development, or both.

In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration.

The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies.
- Consent – agreement including all the following:

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- Understanding that is proposed based on age, maturity, development level, functioning and experience.
- Knowledge of society's standards for what is being proposed.
- Awareness of potential consequences and alternatives.
- Assumption that agreements or disagreements will be respected equally.
- Voluntary decision.
- Mental competence.

Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care.
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause.
- Failure of child to grow within normal expected pattern, with accompanying weight loss.
- Child thrives away from home environment.
- Child frequently absent from school.
- Child left with adults who are intoxicated or violent.
- Child abandoned or left alone for excessive periods.

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

- Underage sexual activity.
- Inappropriate sexual or sexualised behaviour.
- Sexually risky behaviour, 'swapping' sex.
- Repeat sexually transmitted infections.
- In girls, repeat pregnancy, abortions, miscarriage.
- Receiving unexplained gifts or gifts from unknown sources.
- Having multiple mobile phones and worrying about losing contact via mobile.
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs).
- Changes in the way they dress.
- Going to hotels or other unusual locations to meet friends.
- Been at known places of concern.

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- Moving around the country, appearing in new towns or cities, not knowing where they are.
- Getting in/out of different cars driven by unknown adults.
- Having older boyfriends or girlfriends.
- Contact with known perpetrators.
- Involved in abusive relationships, intimidated and fearful of certain people or situations.
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers.
- Associating with other young people involved in sexual exploitation.
- Recruiting other young people to exploitative situations.
- Truancy, exclusion, disengagement with school, opting out of education altogether.
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual).
- Mood swings, volatile behaviour, emotional distress.
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.
- Drug or alcohol misuse.
- Getting involved in crime.
- Police involvement, police records.
- Involved in gangs, gang fights, gang membership.
- Injuries from physical assault, physical restraint, sexual assault.

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non- medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris.

Type 2 Excision – partial/total removal of clitoris and labia minora.

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia.

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

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Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage.
- Preserves a girl's virginity.
- Part of being a woman / rite of passage.
- Upholds family honour.
- Cleanses and purifies the girl.
- Gives a sense of belonging to the community.
- Fulfils a religious requirement.
- Perpetuates a custom/tradition.
- Helps girls be clean / hygienic.
- Is cosmetically desirable.
- Mistakenly believed to make childbirth easier.

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony.
- Family taking a long trip abroad.
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan).
- Knowledge that the child's sibling has undergone FGM.
- Child talks about going abroad to be 'cut' or to prepare for marriage.

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities.
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued.
- Bladder or menstrual problems.
- Finding it difficult to sit still and looking uncomfortable.
- Complaining about pain between the legs.
- Mentioning something somebody did to them that they are not allowed to talk about.
- Secretive behaviour, including isolating themselves from the group.
- Reluctance to take part in physical activity.
- Repeated urinal tract infection.
- Disclosure.

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The ‘One Chance’ rule:

As with Forced Marriage there is the ‘One Chance’ rule. It is essential that settings /schools/colleges take action without delay.

This policy also links to our policies on:

Behaviour, Code of Conduct, Whistle blowing, Anti-bullying, Health & Safety, Attendance, Curriculum, PSHE, Administration of medicines, Bathroom protocols,

Sex and Relationships Education, Positive Handling and E-Safety.

Appendices:

1. Physical interaction protocol.
2. Bath-room / intimate care procedure.
3. Manual Handling procedures.

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Appendix 1

Southview School - Guidelines for Appropriate Physical Contact with Children and Students

Guidance to be read in conjunction with positive handling, bathroom and manual handling protocols.

Physical touch as a communication:

At Southview School we aim for all children and students to feel valued and cared for at all times. Physical touch can be a way of communicating, and during the normal course of working with children, physical contact is to be expected. However, staff must be aware that Children may respond to touch in different ways.

- We cannot assume that a child will understand a touch that is intended as a friendly gesture.
- Children in our care may have backgrounds where there has been inappropriate physical contact or even abuse. These children may be confused about adult and child contact and may experience it as intrusive. This can have consequences for the child and for any staff member where a touch, meant as a caring gesture, is reported as inappropriate.

Abusers can use caring touch to disguise their behaviour:

In line with our Child Protection Policies at Southview, we maintain the attitude that child abuse is not only a problem for other institutions, but 'it could happen here'. Our policies on physical contact with children must take into account the need to protect children from the possibility of abuse by carers.

Staff should be role models as children learn to understand the appropriateness of physical contact in different situations.

It is often appropriate for children to be given some physical contact and comfort, but this must always be offered with the following caution:

- Ensure there are other adults around and staff should be prepared to be accountable to them.
- Do not show favour to individual children.
- The area between a child's waist and mid-thigh or near the chest should not be touched in normal circumstances.
- Where a child tries to become physically closer than appropriate, it is important they do not feel rejected, but are gently guided to a more appropriate behaviour by a positive suggestion (a 'high 5' perhaps).
- Cuddles should be short and side by side.
- Never kiss a child, and do not encourage children to kiss adults other than their parents.
- For younger children, particularly in the Sunshine class, there is a greater need for a more nurturing environment where it may be more appropriate for closer physical. contact during some activities. The above cautions still apply, where sitting on a knee, or longer cuddles may be more acceptable.
- Where children require help with changing or toileting, the dignity of the child must be respected. Great care must be taken to ensure that all physical contact is specifically and only for the purpose of the task being carried out.
- Wherever a member of staff feels uncomfortable about the way in which a child or staff member is using or abusing physical contact, even if this concern is small or uncertain, this must be immediately reported using the schools' safeguarding protocols.

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Appendix 2

Bathrooming Intimate Care Guidelines

Some pupils may require intimate care for their comfort and dignity.

Intimate care is defined as any care which involves washing, touching or carrying out a bathroom procedure to intimate personal areas. In most cases, such care will involve cleaning for hygiene purposes as part of a staff member's duty of care.

The issue of intimate care is a sensitive one, and requires staff to be respectful of the child's needs. The child's dignity will always be preserved with a high level of privacy, choice and control. No child will be supported in a way that causes unnecessary distress or pain.

Southview School is committed to ensuring that all staff responsible for the intimate care of pupils will undertake their duties in a professional manner at all times. Our guidance for intimate care aims to provide guidance and reassurance to staff. It safeguards the rights and well- being of pupils, and assures parents/carers that all staff are knowledgeable about intimate care.

Staff who provide intimate care are taught to be aware of best practice, and the need to comply with school policies including:

- Child Protection.
- Health and Safety.
- Health Care Plans, risk assessments and medical details.

Staff will have regard to confidentiality of this information. Sensitive information about a child will only be shared with those who need to know.

Within Phases, staffs have responsibility for effective organisation of hygiene resources in care rooms. Staffs always wear protective gloves and aprons during intimate care routines, and disinfect changing beds after use. Pupils provide their own intimate care hygienic materials. Apparatus may need to be provided for pupils who need special arrangements following assessment from a physiotherapist/occupational therapist as required.

Staff will be responsive to any apprehensions, discomfort or disapproval shown by a pupil. Photographs, symbols and words will be used as a communication tool with pupils who require this additional support.

Staff will work in partnership with parents to ensure consistency of approach. The needs and wishes of children and parents will be taken into account wherever possible within the constraints of staff and equal opportunities legislation. Provision may be amended in the light of individual needs, but we promote each person's right to equality of opportunity in all aspects of school life, including the provision of intimate care.

Staff will be supported and encouraged to adapt their practice in relation to the needs of individual pupils, taking into account developmental changes such as the onset of puberty

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and menstruation. The child will be supported to achieve the highest level of autonomy possible, given their age and abilities.

Matters concerning intimate care will not be recorded in the home/school communication diary as it is not a confidential document. Arrangements may be made with parents/carers to report on their children's intimate care.

There will be a high awareness of child protection issues where intimate care is provided. Southview School follow the procedures set out by the current "Keeping Children Safe in School" and DfES "Safeguarding Children in Education". All staff are trained in Child Protection awareness, and this training is regularly updated. If a member of staff has any concerns about physical changes in a child's presentation, (for example marks, bruises, soreness) she/he will immediately report concerns to the designated person for child protection using the established school procedures.

The monitoring of this policy and its application will be reviewed bi-annually by the Head teacher, Deputy Head teacher, and Personal Assistance Manager

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Appendix 3

Southview School

Manual Handling of Learners Policy

Introduction

This policy has been drawn up with reference to the Health & Safety at Work Act 1974, the Management of Health & Safety at Work Regulations 1992, the Manual Handling Operations Regulations 1992 and the Manual Handling Operation Regulations 1992 (updated 1998).

This policy outlines the measures that must be taken by all school staff to eliminate or reduce the risk of injuries occurring and sets out guidance for the Moving and Handling of Learners.

Policy Statement

Southview School recognises its responsibilities to implement so far as is reasonably practicable its duties in respect of the Health and Safety at Work Act 1974 and the Manual Handling Operations Regulations 1992 (updated 1998). Measures to achieve this will include suitable and appropriate ergonomic design of the workplace, operational procedures, training and the provision of mechanical aids.

The overall aim of all moving and handling tasks at Southview School is to move the learner effectively, safely and to eliminate injuries relating to such tasks.

Definition of Terms

Moving and Handling:

The transporting or supporting of a learner by one or more members of staff which includes, lifting, putting down, pushing, pulling, carrying or moving by means of hand or bodily force.

Reasonably Practicable:

Is understood as, weighing out the potential risk of injury to staff and learners versus the cost of supplying equipment to provide a safe working environment. (Lord Justice Asquith).

Introduction to Safer Handling:

Safer handling requires a risk assessment to be made of all handling tasks, and the risk to either be eliminated or to be reduced to the lowest level that is reasonably practicable, as stated in the Manual Handling Operations Regulations 1992: Guidance on Regulations (1992).

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According to this policy, the learner's weight should never be lifted manually except in life threatening situations. They should be encouraged to assist in their own transfers, where appropriate. Appropriate equipment and furniture should be used correctly to reduce the risk of musculo – skeletal injury.

Risk Assessments

By law, the school has a duty to make a suitable and sufficient risk assessment of all hazardous/potentially hazardous moving and handling operations to **eliminate the risk** or reduce the risk as far as reasonably practicable, and these are in place for individual learners and their specific needs. A Risk Assessment must be undertaken to:

- Identify the assumed/real risks.
- Eliminate/control/reduce the risk.
- Provide documentation of the risk assessment undertaken.
- Allow communication to other members of the staff and multidisciplinary team.

Individual Pupil Assessments

It is our policy to carry out a full Moving and Handling Risk Assessment on every pupil admitted to Southview School within the first week of admission.

Individual learner assessments are to be updated as and when the learner's condition changes significantly. The report should be kept in the care plan.

Off-site Activities

This policy will be applied for off-site activities. If an activity cannot be carried out safely at the site identified, then it cannot go ahead. Some learners may need an alternative activity.

Monitoring Review and Audit

This policy will be monitored and updated by the Manual Handling Advisor in consultation with the Head Teacher and will be reviewed at least every 3 years, or earlier in light of any relevant changes.

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Appendix 4

Southview School CPOMS Protocols – effective December 2024

The school recognises the value of using CPOMS to record safeguarding and child protection concerns, log general incidents, which may include medical/illness incidents, minor accidents as well as behaviour concerns. The platform provides for 'real time' information sharing and allows the opportunity to consider reporting over a period of time which, in turn, facilitates meaningful monitoring. The system works well and is now firmly engrained in the culture of the school.

We also recognise that as the school has expanded over two sites, and now incorporates The View where completely different shift patterns are worked by those staff. We understand that this may create a potential issue with passing on information that sits outside a safeguarding concern, or an 'incident' as described above. We have therefore decided to create the category 'Information Sharing' to ensure the right people have access to relevant information. Although this can be achieved via email, the school's leadership considered that a central place to store this information against a specific child/student's name would be beneficial.

It is important to note that the protocols around this information sharing will differ from those issues raised as 'safeguarding/child protection' and 'incidents'. When these are raised, there is a clear expectation to document actions taken, provide relevant supporting information (for example emails to social care) and for the assigned person to 'conclude' the matter. These incidents and safeguarding issues form part of the DSL's monitoring arrangements and challenge, where appropriate, using the well-established protocols already in place. The 'Information Sharing' facility is a place to record helpful information concerning children/students, and to essentially capture those 'corridor conversations' that may take place in a smaller setting. There is no requirement to provide follow up actions and it is envisaged a simple reading of the information, or an acknowledgement will suffice. A good example of this may be sharing information about a child's pet dying; there would be no action required from this, but it may be pertinent to know as the child may be withdrawn or upset throughout the day. This would be particularly relevant when children/students move between settings in the school, particularly to The View.

As part of the regular DSL monitoring, we will randomly pick a sample of these recordings to ensure appropriate use and recording, as part of the wider DSL monitoring.

It is anticipated that this protocol will facilitate all staff in capturing relevant information, without being overburdened with detailed follow up reporting.

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