Safeguarding and child protection: awareness raising and update for governors

September 2023

Session Objectives

By the end of the session you should understand:

▸ the current guidance available to staff and governors in relation to safeguarding

▸ what is meant by safeguarding in schools and the categories of child abuse

▸ the school and governors' roles in safeguarding, including the roles of Nominated Governor and Chair of Governors

Further references and website addresses

Essex Safeguarding Children Board
http://www.escb.org.uk/
Includes a link to the **SET procedures** (May 2022)
National Society for the Prevention of Cruelty to Children
www.nspcc.org.uk
The **NSPCC Helpline** is a service for anyone concerned about the safety or welfare of a child. You can contact the helpline 24 hours a day, seven days a week by phone, email or online. 0808 800 5000
Childline
https://www.childline.org.uk/
0800 1111
Ofsted website
http://www.ofsted.gov.uk/
Ofsted helpline
08456 404045
Educate Against Hate
http://educateagainsthate.com
Essex Schools Infolink safeguarding resources
https://schools.essex.gov.uk/pupils/Safeguarding/Pages/Safeguarding.aspx
Essex Effective Support for children and families - referrals and guidance
https://www.essexeffectivesupport.org.uk/
ThinkUKnow https://www.thinkuknow.co.uk/
Brook Sexual Behaviours traffic light tool
https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool
The Blast Project
 http://www.mesmac.co.uk/projects/blast
Alright Charlie
https://www.youtube.com/watch?v=UGEgn767XAk
www.stopitnow.org.uk
NSPCC PANTS campaign
https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/

Publications:
Keeping children safe in education –statutory guidance for schools and colleges (September 2023)
What to Do If You're Worried a Child Is Being Abused (2015)
Working Together to Safeguard Children (December 2020)
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2#full-publication-update-history
Guidance for safer working practice for those working with children and young people in education settings (October 2021)
Effective Support for Children and Families in Essex – guidance for all practitioners in working together with children and families to provide early help and targeted and specialist support (October 2021)
No one noticed, no one heard: a study of disclosures of childhood abuse (NSPCC)
How safe are our children? NSPCC report 2018
PREVENT Duty – DfE guidance July 2015
PREVENT Policy for Southend, Essex and Thurrock

All on the safeguarding page Essex Primary Headteachers' Association www.essexprimaryheads.co.uk

How many children are abused or neglected in the UK

We don't know exactly how many children in the UK are victims of child abuse. Child abuse is usually hidden from view and children may be too young, too scared or too ashamed to tell anyone about what is happening to them.

Headline facts and figures - 2022

Summary   Table

Children in need
404,310
up 4.1% from 2021 and up 3.9% from 2020. Highest number since 2018.

▶ Help

Children in need per 10,000 children
334.3
up from 321.2 in 2021 and up from 323.7 in 2020. Highest rate since 2018.

▶ Help

Child protection plans
50,920
up 1.8% from 2021 but down 1.1% from 2020.

▶ Help

Child protection plans per 10,000 children
42.1
up from 41.4 in 2021 but down from 42.8 in 2020.

▶ Help

Referrals
650,270
up 8.8% from 2021 and up 1.1% from 2020. Highest number since 2019.

▶ Help

Completed assessments
645,070
up 3.1% from 2021 but down 3.1% from 2020.

▶ Help

https://explore-education-statistics.service.gov.uk/find-statistics/characteristics-of-children-in-need

In 2022:

- compared with 2021, when restrictions on school attendance were in place for parts of the year due to COVID-19, referrals from schools increased, in turn driving the overall rise in referrals. This has likely contributed to the increases seen in the other headline measures.
- compared with 2020, which (mostly) pre-dates the pandemic in England, the number of children in need and the associated rate (per 10,000 children) also increased, as did the number of referrals. However, the number of children on protection plans and the associated rate decreased, as did the number of assessments.
- the number of children in need and the associated rate (1 in every 30 children) were the highest since 2018. The number of referrals was the highest since 2019 and the number of referrals from schools was the highest since recording began in 2014.

Online abuse

The NSPCC 2020 report found:

- rates of police recorded physical, sexual and online abuse offences against adolescents are higher than rates against younger children
- rates of adolescents in care are higher than rates for younger children, with the exception in some nations of infants under the age of one
- rates of adolescents subject to a child protection plan or on a child protection register are lower than rates for younger children
- many of the risk factors associated with abuse and neglect have been exacerbated by the coronavirus pandemic, while the support services that would traditionally identify and respond to these concerns have been unable to see many of the children and families they work with face-to-face.

The report also includes expert insight on adolescent brain development, harmful sexual behaviour, sexting, and the importance of relationship and sex education.

The NSPCC is calling on governments across the UK to:

- ensure all children receive high quality, consistent and age-appropriate education on healthy relationships
- work with local governments and schools to ensure steps are taken to minimise the risk of children not returning to education, given the relationship between exclusion and the risk of criminal exploitation
- bring forward measures to regulate the online environment and keep children safe from online harms
- invest in recovery planning that will provide local multiagency partnerships with the resources to identify and respond to the risks children and young people have experienced in lockdown
- ensure schools are equipped to recognise and respond sensitively and consistently to students who may have experienced abuse, trauma, or adverse experiences during lockdown.

Sexual abuse

Official statistics, published annually, show the amount of child sexual abuse recorded by authorities in the year. The problem is much bigger than shown in official statistics, as most crimes are not disclosed and/or reported.

- Over 2,900 children were identified as needing protection from sexual abuse in 2015/16
- Over 90% of sexually abused children were abused by someone they knew
- Around a third of sexual abuse is committed by other children and young people
- 14% of contacts to the NSPCC's helpline last year were concerns about sexual abuse
- Nearly 30,000 registered offenders have been convicted of offences against children

Physical abuse

We do not know exactly how many children are physically abused. But official statistics, research studies and what children tell us, give us a good idea about the abuse they are experiencing.

- 1 in 14 children have been physically abused
- 19% of contacts to the NSPCC's helpline last year were concerns about physical abuse

- Over 6,000 children were identified as needing protection from physical abuse last year

Neglect
- Over 26,000 children were identified as needing protection from neglect in 2016
- Neglect is the most common reason for taking child protection action

Emotional abuse
- Over 19,000 children were identified as needing protection from emotional abuse in 2017
- Emotional abuse is the 2nd most common reason for children needing protection from abuse in the UK

https://www.nspcc.org.uk/services-and-resources/research-and-resources/statistics/

Essex information
- Essex is a two Tier Local Authority with a population of around 1 ½ million people, of which over 310,000 are children.
- Essex has lower levels of deprivation than two-thirds of English Local Authorities, but relatively high levels of deprivation when compared to counties across the south-east.
- It is a county of contrasts, with very wealthy and extremely deprived neighbourhoods; and the number of children living in poverty has doubled since 2015.
- Health Services in Essex are provided by three Integrated Care Systems (ICSs), all three of whom will work across more than one Local Authority area.
- Policing services in Essex are provided by Essex Police who work across Southend, Essex and Thurrock (SET).
- Children's Social Care is provided by Essex County Council.
- Whilst Education is not a mandated Statutory Partner, we firmly see Education as our fourth partner and their involvement in and contribution to all we do is highly valued. Education is well represented on the ESCB Executive and all of our Sub-Committees

In Essex we have four levels of need for children: Universal, Additional, Intensive and Specialist. Services for children with additional and intensive needs are sometimes known as targeted services, such as behaviour support, additional help with learning in school, extra support to parents in early years or targeted help to involve young people through youth services. 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. Our Team Around the Family Support Officers (TAFSO) and Family Solutions sit within the Targeted Services offer and Children's Social Care and Youth Offending Services delivers under Intensive Needs.

Overall children who were subject of Child Protection Plans had reduced at the end of 2020/21 from 626 to 611 from the year before; 99.6% of our child protection conferences were held in timescale and 11.6% of children with a protection plan had had an earlier child protection plan within the previous 2 years. Essex have remained below the national average for children subject of a child protection plan for 2 years or more. Essex continues to maintain the second lowest numbers of children subject to child protection plans per 10,000 in the eastern region.

Children who were looked after had increased slightly by the end of 2020/21 from 1071 to 1082 from the year before. By the end of 2020/21,100 or just under 10% of our Children in Care cohort was made up of unaccompanied asylum-seeking children.

Keeping Children Safe in Education – September 2023

This is statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, and the Non-Maintained Special Schools (England) Regulations 2015. Schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

For the purposes of this guidance children includes everyone under the age of 18.

The DfE uses the terms **"must"** and **"should"** throughout the guidance. It uses the term "must" when the person in question is legally required to do something and "should" when the advice set out should be followed unless there is good reason not to.

A whole school and college approach to safeguarding

The guidance emphasises that governing bodies should ensure they facilitate a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

Part 1: safeguarding information for all staff

All staff working directly with children are expected to read at least part 1 of KCSIE (those who don't work directly with children can read the condensed version of part 1, in Annex A). The changes to part 1 are:

Emphasis on filtering and monitoring:

As part of their safeguarding and online safety training, staff need to understand their expectations, roles and responsibilities around filtering and monitoring systems (paragraph 14). This new emphasis is repeated several times throughout the guidance

This section also now links to the latest version of the [behaviour in schools guidance](#).

Part 2: the management of safeguarding

This sets out the responsibility of governing bodies, proprietors and management committees.

Around filtering and monitoring:

- Your governing board should make sure the designated safeguarding lead (DSL) takes responsibility for understanding the filtering and monitoring systems and processes in place as part of their role (paragraph 103)
- Your board should also make sure all staff understand their expectations, roles and responsibilities around filtering and monitoring as part of their safeguarding training (paragraph 124)
- Your child protection policy should include how your school approaches filtering and monitoring on school devices and school networks (paragraph 138)
- Governing boards should review the DfE's [filtering and monitoring standards](#). Your board should discuss with your IT staff and service provider what needs to be done to support your school in meeting the standards (paragraph 142)

New wording added for clarification:

- That some children are at greater risk of harm than others, both online and offline (previously, it didn't make reference to online) (paragraph 170)
- Around how the term 'children missing education' is different from 'children absent from education'

Children being absent from education for prolonged periods and/or on repeat can act as a warning sign to a range of safeguarding issues. The guidance specifies it's important that your school's response to persistently absent pupils and children missing education supports identifying any abuse, and in the case of absent pupils, helps prevent the risks of them becoming a child missing education in future (paragraph 175)

A new line has been added into the section on elective home education (EHE):
If the parent/carer of a child with an education, health and care (EHC) plan has expressed their intention to educate their child at home, local authorities will need to review the plan and work closely with parents/carers (paragraph 178)

When thinking about information security and access management, your school should consider meeting the [cyber security standards for schools and colleges](#) (paragraph 144)

When out-of-school-setting providers use your school premises for non-school activities, guidance on [keeping children safe in out-of-school settings](#) lists the safeguarding arrangements you should expect these providers to have in place (paragraph 167)
For further support on children with special educational needs, schools can use the Special Educational Needs and Disabilities Information and Support Services (SENDIASS) (paragraph 202)

Part 3: more details on safer recruitment measures
You should:
- Inform shortlisted candidates that you might conduct an online search as part of due diligence checks in the recruitment process (paragraph 221). Schools were prompted to consider doing these checks in KCSIE 2022, and now KCSIE 2023 adds that it's good practice to let shortlisted candidates know about these checks
- As part of ongoing vigilance, create the right culture so staff feel comfortable discussing safeguarding matters in and outside of work – the guidance has added that this includes online (paragraph 343)

Part 4: handling allegations against staff
There's a new heading and paragraph in this section titled 'organisations or individuals using school premises'. It says that if your school receives an allegation relating to an incident where an individual or organisation was using your school premises for running an activity for children, you should follow your safeguarding policies and procedures and inform the local authority designated officer (LADO), as you would with any safeguarding allegation (paragraph 377).

Part 5: child-on-child sexual violence and sexual harassment
The word 'sanction' has replaced the word 'discipline' to reflect the most recent behaviour guidance:
Paragraphs 542 and 544 now say that teachers can sanction pupils whose conduct falls below the standard which could be reasonably expected of them
The heading above paragraph 544 has been tweaked to 'sanctions and the alleged perpetrator(s)'

Annex A: safeguarding information for school and college staff
The changes here reflect the changes in section 1 of the guidance: all staff should receive appropriate safeguarding training that includes understanding their expectations, roles and responsibilities around filtering and monitoring as part of online safety (page 136).

Annex B: further information
Children who are absent from education
This section has been updated to reflect the difference between children absent from education and children missing education. It says that children being absent from school repeatedly and/or for prolonged periods, as well as children missing education, can act as a warning sign of potential safeguarding issues. Early intervention is essential to help prevent the risks of a child going missing in future
Note: it isn't completely clear, but the guidance implies that 'children missing education' is the next step up from children being absent from education (pages 144 and 145, also see paragraph 175)
Mental health
Attendance has been added to the list of things which can be impacted by mental health (page 148)
Radicalisation, the Prevent duty and Channel
The section on preventing radicalisation says children may be 'susceptible' to extremist ideology and radicalisation, rather than 'vulnerable' on preventing radicalisation (page 149)
The section on Channel has also removed the term 'vulnerable', and now refers to people as 'susceptible' and 'at risk' of being drawn into terrorism (page 151)
There's more clarity around the fact that someone referred to Channel will be required to provide their consent before any support through the programme is provided (page 151)
Forced marriage
Since February 2023, it's been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages (pages 155 and 156)

Annex C: role of the designated safeguarding lead (DSL)
The only change here is that the DSL's responsibilities have been updated to include their role in taking the lead on understanding the filtering and monitoring systems and processes in place in school (page 164).

Multi-agency safeguarding arrangements in Essex
In Essex there are five organisations who are jointly responsible by law for the partnership arrangements for keeping children safe:
• Essex County Council
• Essex Police
• Three Integrated Care Boards covering the county of Essex
 These are known as the Statutory Partners and they have identified relevant agencies which are legally required to cooperate with local safeguarding arrangements, including Education, Essex Council for Voluntary Youth Services (ECVYS), District, City & Borough Councils, Office of Police, Fire & Crime Commissioner, National Probation Service, Community Rehabilitation Company.

Governors and trustees should:

- Receive appropriate safeguarding and child protection (including online) training at induction, which is regularly updated, to equip them with the knowledge to provide strategic challenge. This is so they can be assured that safeguarding policies and procedures are effective and support your school to deliver a robust whole school approach to safeguarding
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty (PSED)
- Make sure:
    - Your designated safeguarding lead (DSL) has the appropriate status and authority to carry out their job. Governing bodies need to give the DSL the additional time, funding, training, resources and support needed to carry out their role effectively (paragraph 103)
    - Online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies/procedures (this has now been specified as a responsibility of governing bodies and proprietors) (paragraph 136)
    - The leadership team and relevant staff are aware of and understand the filters and monitoring systems in place, manage them effectively and know how to escalate concerns
    - Your school has procedures to manage **any** safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns), about staff members (including supply staff, volunteers and contractors).
    - The child protection policy reflects that children with special educational needs or disabilities (SEND), or certain medical or physical health conditions can face additional barriers, including cognitive understanding (being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges, or the consequences of doing so).
- Seek assurance that where another body is providing services or activities, that they have appropriate safeguarding and child protection policies/procedures in place. This applies regardless of whether or not the children who attend these services/activities are children on the school roll/attend the college

Human Rights Act

83. The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

84. Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

• Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)

• Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity

• Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination,25 and

• Protocol 1, Article 2: protects the right to education.

85. Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at Human Rights | Equality and Human Rights Commission (equalityhumanrights.com).

Equality Act 2010

86. Schools and colleges have obligations under the Equality Act 2010 (the Equality Act).

87. According to the Equality Act, schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

88. Whilst all of the above protections are important, in the context of safeguarding, this guidance, and the legal duties placed on schools and colleges in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

89. Provisions within the Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. A school or college, could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.

90. Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), it may also be useful for colleges. For further information Equality Act guidance | Equality and Human Rights Commission (equalityhumanrights.com).

Public Sector Equality Duty

91. The Public Sector Equality Duty (PSED) is found in the Equality Act. Compliance with the PSED is a legal requirement for state-funded schools and colleges, advice on this – including on specific duties, is set out in the advice linked in paragraph 90.

92. The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics (see para 87) and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism. This is one reason why good record-keeping and monitoring of all forms of abuse and harassment is essential.

93. The PSED helps schools and colleges (which are subject to it) to focus on key issues of concern and how to improve pupil and student outcomes. Some pupils or students may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. Such concerns will differ between education settings, but it is important schools and colleges are conscious of disproportionate vulnerabilities and integrate this into their safeguarding policies and procedures. For further information please see Technical Guidance on the Public Sector Equality Duty: England | Equality and Human Rights Commission (equalityhumanrights.com)

The safeguarding responsibilities of governing bodies, proprietors and management committees

Requirement (KCSiE September 2023 paragraph reference in brackets)	In place ✓ or X	Action to be taken
Mandatory		
All staff are aware of systems in the school that support safeguarding and these have been explained to them as part of staff induction. (13) These include: • Part 1 of KCSiE and Annex B (2023) • the child protection policy • the school's behaviour policy • the staff code of conduct • the safeguarding response to children who go missing from education • the role of the designated safeguarding lead (including the identity of the DSL and any deputies)		
The school has a senior board level lead to take leadership responsibility for safeguarding arrangements. (80)		
All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training is regularly updated. (81)		
The Governing body is aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements. (82)		
Governing bodies and proprietors are aware that among other obligations, the Data protection Act 2018 and the UK General Data Protections Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. (94)		
There is a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. (95 -97)		
The school has a child protection policy and procedures in place – including a staff behaviour policy (Code of Conduct) that are in accordance with government and local authority guidance, updated annually (as a minimum) and made available publically via the school's website. (99)		
The school has put in place appropriate safeguarding responses to children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their		

Requirement (KCSiE September 2023 paragraph reference in brackets)	In place ✓ or X	Action to be taken
going missing in future. (99/175)		
The school holds (where reasonably possible) more than one emergency contact number for each pupil. (102)		
A senior member of the school's leadership team is designated to take lead responsibility for safeguarding - the "designated safeguarding lead", who will undertake training every two years. (Annex C) The school/academy ensures that there is a designated lead available at all times that the school is open for staff to discuss concerns. (55) Any deputy is trained to the same standard as the DSL. (105) In addition to formal training, their knowledge and skills are updated at regular intervals, or at least annually, to keep up with any developments relevant to their role. (Annex C)		
The job description for the person appointed as designated safeguarding leads should include specific reference to the role (103)		
All concerns, discussions and decisions made, and the reasons for those decisions, are recorded in writing. Information is kept confidential and stored securely. (68)		
The school contributes to multi-agency working in line with the statutory guidance, Working Together to Safeguard Children (December 2020) and knows that the three safeguarding partners – local authorities, health (Integrated Care Boards) and the police – have a shared and equal duty to work together to safeguard and promote the welfare of children, in partnership with relevant agencies (including education) (107- 114)		
The school recognises the importance of information sharing between practitioners and local agencies. (116) The school processes personal information fairly and lawfully and keeps the information it holds safe and secure. (118) The school understands that fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. (120) Relevant staff have due regard to the data protection principles (119) and are aware that the "safeguarding of children and individuals at risk" is a processing condition that allows practitioners to share information (119)		
When a child leaves the school the DSL ensure that their child protection file is transferred to the next schools or college as soon as possible and obtains a receipt for the file. (122) Where appropriate, the DSL shares information with the new school in advance of the child leaving. (123)		
All staff members undergo safeguarding and child protection training (including online safety, and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. (124) Staff receive regular child protection updates as required (and at least annually) to		

Requirement (KCSiE September 2023 paragraph reference in brackets)	In place ✓ or X	Action to be taken
provide them with relevant skills and knowledge to safeguard children effectively. (125) Staff are given to opportunity to contribute to and shape safeguarding arrangements and child protection policy, in recognition of the expertise that they build by managing safeguarding concerns on a daily basis. (126) Safeguarding training, including online safety training is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. (127) Staff are aware that technology is a significant component in many safeguarding and wellbeing issues. (24/127) Training has regard to the Teachers' Standards. (128)		
Appropriate filters and monitoring systems are in place to safeguarding children from potentially harmful and inappropriate online material, but over blocking does not lead to unreasonable restrictions. (134)		
The school ensures that children are taught about safeguarding, including online safety. (137) The school's approach to online safety is reflected in the child protection policy. (138)		
The school has appropriate filters and monitoring systems in place governors regularly reviews their effectiveness. They ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Governing bodies review the filtering and monitoring standards in line with DfE guidance. Governing bodies and proprietors should consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks. (142/143)		
The child protection policy includes: • procedures to minimise the risk of peer on peer abuse; • the systems in place (and they are well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously; • 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 recognition that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being reported; • a statement which makes clear there should be a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children;		

Requirement (KCSiE September 2023 paragraph reference in brackets)	In place ✓ or X	Action to be taken
• 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. (157)		
Systems are in place to allow children to express their views and give feedback about safeguarding. (96)		
The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers, including governors, who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. (232) At least one person who conducts an interview in the school has completed safer recruitment training. (209)		
The school makes any further checks it thinks is appropriate so that any relevant events that occurred outside the UK can be considered.		
As part of the shortlisting process the school considers carrying out an online search as part of their due diligence on the shortlisted candidates. (The school informs the candidates if this is the case.) This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview (221)		
Staff have the skills, knowledge and understanding to keep looked after and previously looked after children safe. (189) The school has appointed a designated teacher to promote the education achievement of registered pupils who are looked after, who has the appropriate training and relevant qualifications and experience. (190)		
The child protection policy reflects that fact that additional barriers can exist when recognising abuse or neglect of children with SEN and disabilities. (199)		
The school has processes and procedures to manage any safeguarding concerns about staff members (71-73/152) and for dealing with allegations of abuse against staff and volunteers and also any allegations against other children. The school has policies and procedures in place to deal with concerns (including allegations) which do not meet the harm threshold – low level concerns. (152/Section 2 Part 4)		
The headteacher and all other staff working with children undertake appropriate training to equip them to carry out their responsibilities for child protection, which is regularly updated. All staff members should receive safeguarding and child protection updates as required, but at least annually. (125) All staff are aware that any child may benefit from early help, and		

Requirement (KCSiE September 2023 paragraph reference in brackets)	In place ✓ or X	Action to be taken
that some have particularly vulnerabilities.		
A member of the governing body (usually the Chair) is nominated to be responsible for liaising with the local authority and/or partner agencies in the event of allegations of abuse being made against the headteacher (358)		15
If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have carried out on a girl under the age of 18, the teacher know that they must report this to the police (via the DSL) (44)		
A single central record in place and is up to date and complete. (268)		
School staff who are identified as working in childcare settings have completed a self-declaration to state that they are not in breach of the Childcare Disqualification Regulations 2006. (266)		
There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. (154/347)		
The school has an admission register and attendance register. All pupils are places on both registers. School attendance guidance (publishing.service.gov.uk)		
All schools must inform the Local Authority within five days when a child is removed from the school roll or starts at school out of normal transition dates. Stat guidance template (publishing.service.gov.uk)		
Good practice		
A nominated governor has been appointed to champion child protection and monitor safeguarding.		
A nominated governor has been identified to ensure that appropriate filtering and monitoring systems are in place.		
The school completes a schools and colleges audit (Section 11 audit) in line with the requirements of the Essex Safeguarding Children Board (or as directed).		
An annual safeguarding audit and report to governors is completed.		

The Key for School Leaders offers helpful information on questioning and the evidence that governors can look for.

To ask good questions, be sure to keep them:
- Open-ended - invite an explanation, instead of a 'yes' or 'no' answer
- Strategic - focus on the top level and don't get operational, i.e. don't ask about the practical day-to-day running of the school
- Focused - ask questions with a clear idea of what you need to find out

To probe deeper on a safeguarding question, great question starters are:
- How do you know...?
- Why do you think this is happening...?
- What are you doing about...?

You'll probably ask a few questions that are too operational. If you do, your DSL should let you know.

The more you know about safeguarding, the easier it'll be for you to tell a good answer from a weak or unhelpful one. But even before you've developed an in-depth knowledge of safeguarding, there's a key principle to help you evaluate an answer:

A good answer will tell you how your DSL knows something, not just what they know. Good answers are tangible and specific, and refer to **evidence** such as:
- Outcomes of staff/pupil/parent surveys
- Conversations with staff, pupils and parents
- Policies, documents and procedures (e.g. the child protection policy and Keeping Children Safe in Education)
- Facts and figures (e.g. number of reports and referrals)
  - Remember, having referrals shows your procedures are working. Pupils disclosing information shouldn't be seen as an inconvenience or as something your school is doing wrong
- Plans and priorities (e.g. the school improvement plan or an action plan)
- Lesson observations carried out by the DSL
- Interventions that are in place
- Courses staff have attended
- Focus days and curriculum content

Child Sexual Exploitation (CSE)

Sexual exploitation is a form of sexual abuse that affects thousands of children and young people every year in the UK, when young people under 18 receive 'something' (food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) in exchange for performing, and/or others performing on them, sexual activities. It can happen to any young person from any background and affects boys and young men as well as girls and young women.

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

CSE can occur through the use of technology without the child's immediate recognition, for example being persuaded to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and /or economic or other resources.

There are 3 important and recognisable elements of child sexual exploitation:
- Children are 'groomed' and there is power and control held by the perpetrator/s
- An 'exchange' (such as gift, food, money, drugs etc.) is present, this could be to a third party and not always to the child themselves
- Sexual acts or the exchange of sexual images is present

Impact
Sexual exploitation can seriously affect a victim's life into adulthood. Victims may also suffer sexual and reproductive health problems as a result of the exploitation they have suffered. Even when children or young people appear to have recovered or overcome the psychological, physical and emotional effects suffered from the sexual exploitation, they may still be unable to stay in the area where they live if it has associations with the abuse against them.

Who is more vulnerable to becoming a victim?
Any young person regardless of their age, gender, ethnicity and sexuality can be at risk of being sexually exploited. However, there are a number of factors that can increase a young person's vulnerability. These include
- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;

- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

The Role of Child Sexual Exploitation (CSE) Champions

As part of Southend, Essex and Thurrock's approach to tackling CSE, the concept of CSE Champions was introduced in 2013. Since then the ESCB has trained over 600 champions. The role is non-statutory. The purpose of having Champions within each organisation is to
- Have a key contact for people within your organisation to go to for support and advice in relation to CSE
- Have a key contact for ESCB to share updates, resources and examples of good practice

The role of the CSE Champion is to:-
- keep up to date with Essex CSE arrangements
- share relevant information and resources internally
- keep up to date with policy and procedures in relation to CSE
- to act as a focal point within their organisation
- to provide advice and signposting in relation to individual cases

The CSE Champion in our school is …………………………………………………….

I Didn't Know campaign

'I Didn't Know' campaign has been set up collaboratively between Essex Police and Southend, Essex and Thurrock Local Safeguarding Children Boards. The concept for the campaign was inspired by a project designed and created by the [Essex Children in Care Council](). They continued to work with us on our poster messages, script and voice-overs for the campaign's promotional film.

The campaign aims to raise awareness about Child Sexual Exploitation (CSE) across the wider Essex area and support communities understanding of what CSE is, how to recognise it, and what to do to get help and support.

CSE Basic Awareness E-Learning for Parents and Carers

Parents Against Child Sexual Exploitation (Pace) and the Safeguarding Children e-Academy have teamed up to provide this short (20-30mins) online course designed for parents and carers. It is often hard to tell the difference between difficult teenage behaviour and the signs of sexual exploitation. The more information you have about the dangers and risks that children may face the better equipped you'll be to keep them safe. Register for this free online course at

http://www.safeguardingchildrenea.co.uk/safeguarding-news/keep-them-safe/

Further information on Female Genital Mutilation

Female Genital Mutilation comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons (WHO). It is also sometimes referred to as female genital cutting or female circumcision. There are no health benefits to FGM and it is recognised internationally as a human rights violation.

http://forwarduk.org.uk/key-issues/fgm/
- 60,000 girls under 15 are at risk of FGM in the UK
- 137,000 girls and women are living with the consequences of FGM in the UK
- Over 130 million girls and women worldwide have undergone FGM
- FGM is practiced in more than 29 countries across Africa, parts of the Middle East, South East Asia and countries where migrants from FGM affected communities live.

The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes:
- the right to anonymity for victims
- the offence of failing to protect a girl aged under 16 from the risk of FGM
- the provision of Female Genital Mutilation Protection Orders (FGMPO); and
- the duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18.

NB For school staff this will occur from a disclosure and not a physical examination

Online training is provided by the Home Office
https://www.fgmelearning.co.uk/

Figure 1: Percentage of girls and women aged 15-49 who have undergone FGM in Africa, the Middle East, and Indonesia
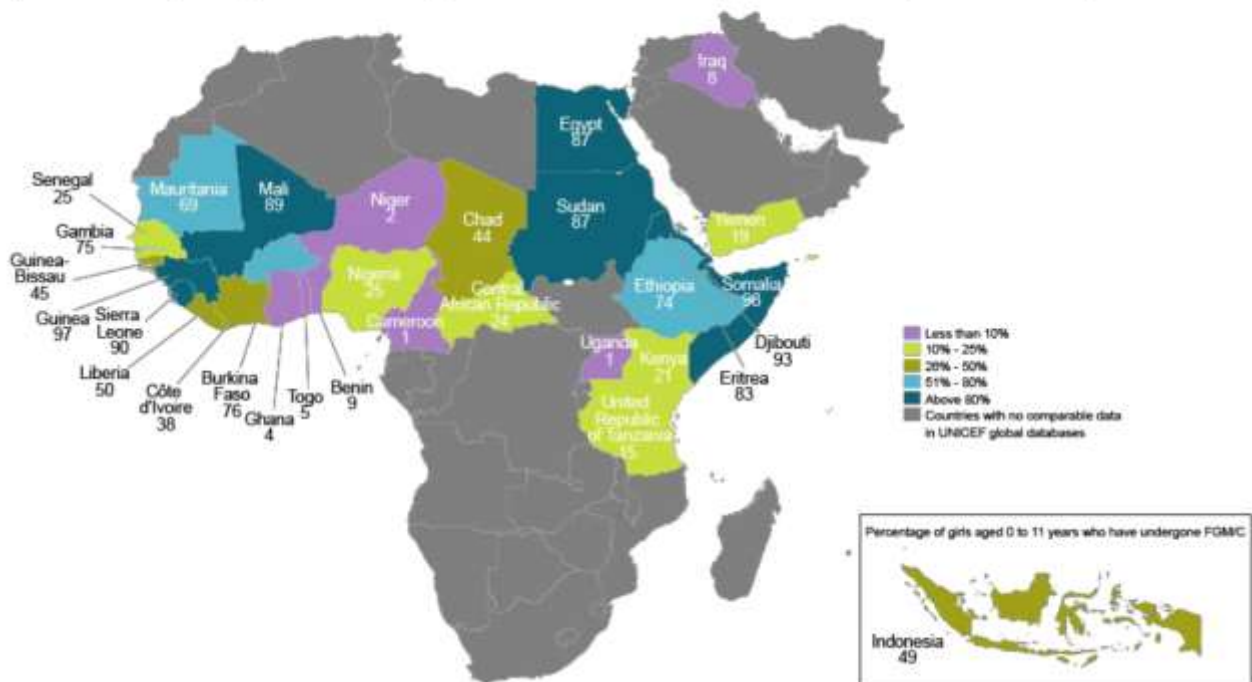
Further information on Preventing Radicalisation - "the Prevent duty".

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism - "the Prevent duty".

http://educateagainsthate.com

Since July 2015, schools and a range of other public bodies have a legal responsibility to have due regard to the need to prevent people from being drawn into terrorism. This is known as the Prevent duty.

Themes
There are four themes within the Prevent duty:
- Risk assessment
- Working in partnership
- Staff training
- IT policies

Identifying 'at risk' pupils
Local authorities and police will have contextual information
No single way to identify a young person who is at risk.
Small changes in behaviour might indicate there are concerns about their wellbeing.
Even very young children might show signs of radicalisation
Schools should act 'proportionately': the prevent duty does not require teachers to 'carry out unnecessary intrusion into family life'.

Online training about Channel can be found here:
www.safeguardinginschools.co.uk/onlinechannel
Schools should find out their local referral route, before they need it. If there is a quick contact sheet or flowchart, the extremism contact should be added there.

Working in Partnership
LSCBs to co-ordinate local agencies responses to safeguarding children from extremism or radicalisation.
LSCBs will refer to radicalisation or extremism concerns in their threshold guidance
The Home Office has funded Prevent co-ordinators to work in the community, including with schools.
Effective partnerships with parents to signpost them towards sources of support.

Training
Home Office has developed a training package called WRAP – Workshop to Raise Awareness of Prevent
Individual schools should decide their own training needs
As a minimum, Designated Safeguarding Leads (DSLs) should undertake Prevent awareness training
DSLs should be able to offer advice and support to other staff

IT
IT filtering prevents extremist material being accessed in schools (be aware of pupils using community languages to circumvent filtering)
Internet safety

Develop an awareness of online risks and how extremists use social media to engage with young people
Every teacher needs to be aware of the online activity of extremist and terrorist groups

Building resilience to radicalisation
Schools should offer a 'safe environment' to explore sensitive or controversial topics

Department for Education Helpline
Dedicated telephone helpline for extremism
Telephone: 020 7340 7264
Email: counter.extremism@education.gsi.gov.uk

As teachers, you have a vital role to play in meeting these obligations. In order to do this, you need to be able to identify children who may be vulnerable to radicalisation, and know what to do if you have a concern.

Protecting pupils from the risk of radicalisation should be seen as part of your wider safeguarding duties, and is similar to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. It is not about spying on pupils or carrying out unnecessary intrusion into family life. It is about ensuring that you know how to identify behaviour of concern and how to refer pupils who may be at risk of radicalisation for appropriate support.

As well as reading the guidance on the Prevent duty itself, you should also refer to the following statutory guidance on safeguarding;"Keeping children safe in education", and "Working together to safeguard children", which provide further details of schools' and teachers' responsibilities in this area.

As teachers, you can also build children and young people's resilience against extremism by providing a safe space for them to debate controversial issues and develop the critical thinking skills and knowledge they need to be able to challenge extremist arguments. You can find the resources to help you on the Educate against Hate website

http://educateagainsthate.com/teachers/what-are-my-responsibilities-teachers/

https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc

https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales

How do we act to safeguard children in our school?

Teachers Listen/refer Risk assessments Undertake training Identify signs and symptoms First aid	Teaching in the curriculum Assemblies/circle time Safer recruitment accreditation Management of Early Years settings Information technology Understanding of Prevent, CSE, FGM Data protection and information sharing
Support staff Listen/refer Risk assessments Undertake training Identify signs and symptoms	Pastoral support Child-centred contracts (one to one SEN) Intimate care Management of Early Years settings Administering medicines First aid Data protection and information sharing
Administrative staff Listen/refer Risk assessments Undertake training Identify signs and symptoms Data protection and information sharing	Attendance Pupil records Welfare Single Central Record Identity and recruitment checks Administering medicines First aid
Midday Assistants Listen/refer Risk assessments Undertake training Identify signs and symptoms	Behaviour management Anti-bullying Data protection and information sharing
Site Managers Listen/refer Risk assessments Undertake training	Security Managing split sites Suitability and safety of outdoor and indoor spaces, furniture and equipment Data protection and information sharing
Catering and cleaning staff Listen/refer Undertake training	Maintenance of premises Identifying children with eating disorders (over and under-eating) Data protection and information sharing
Governors Listen/refer Risk assessments Undertake training Data protection and information sharing Filtering and monitoring	Policies and procedures Safer recruitment accreditation Ensuring safe recruitment checks are carried out Monitoring and accountability Resources

All schools should protect children and promote their welfare by:

- providing a safe environment for children to learn in;
- creating a culture which recognises and understands the importance of safeguarding - including listening to and discussing with children;
- identifying children who are suffering or likely to suffer significant harm, both at school and at home, and referring immediately any concerns to the local authority children's social care services;
- preventing unsuitable people from working with children;
- having systems and processes that ensure children are kept safe and allow for poor and unsafe practice to be challenged;
- identifying instances in which there are grounds for concern about a child's welfare, and initiating or taking appropriate action to keep them safe; and
- contributing to effective partnership working between all those involved with providing safeguarding services for children.

Recognising Child Abuse
The following signs may signal the presence of child abuse

The Child
- Shows sudden changes in behaviour or school performance
- Has not received help for physical or medical problems brought to the parents' attention
- Has learning problems (or difficulty) concentrating, that cannot be attributed to specific physical or psychological causes
- Is always watchful, as though preparing for something bad to happen
- Lacks adult supervision
- Is overly compliant, passive or withdrawn
- Comes to school or other activities early, stays late and does not want to go home

The Parent
- Shows little concern for the child
- Denies the existence of – or blames the child for – the child's problems in school or at home
- Asks teachers or other caregivers to use harsh physical discipline if the child misbehaves
- Sees the child as entirely bad, worthless or burdensome
- Demands a level of physical or academic performance the child cannot achieve
- Looks primarily to the child for care, attention and satisfaction of emotional needs

The Parent and Child
- Rarely touch or look at each other
- Consider their relationship entirely negative
- State that they do not like each other

The Designated Safeguarding Lead (DSL)

The role of the Designated Safeguarding Person was specified in the Children Act 2004 and ensured the every organisation had a "named person" for safeguarding children and young people. Prior to that, the role had frequently been known as the Child Protection Officer. The Designated Safeguarding Person has a responsibility at both a strategic level within the organisation and on a day to day basis.

The school/academy's Designated Safeguarding Lead (DSL) is the first point of contact for any member of the school staff who has a concern about the safety and well-being of a pupil.

Our school's Designated Safeguarding Lead is
Our Deputy DSL is
and
and

Key Aspects of the Designated Person role includes:
- Making sure all staff are aware how to raise safeguarding concerns
- Ensuring all staff understand the symptoms of child abuse and neglect
- Referring any concerns to social care
- Monitoring children who are the subject of child protection plans
- Maintaining accurate and secure child protection records

Governing bodies, proprietors and management committees should appoint an appropriate senior member of staff, from the school or college leadership team, to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Deputy designated safeguarding leads
It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead, this **lead responsibility** should not be delegated.

Keeping Children safe in Education 2023 sets out the role of the Designated Safeguarding Lead in Annex C, which includes the following responsibilities:

Manage referrals
The designated safeguarding lead is expected to:
• Refer cases of suspected abuse to the local authority children's social care as required;
• Support staff who make referrals to local authority children's social care;
• Refer cases to the Channel programme where there is a radicalisation concern as required;
• Support staff who make referrals to the Channel programme;
• Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
• Refer cases where a crime may have been committed to the Police as required.

Work with others
• Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
• As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
• Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Undertake training
The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
The designated safeguarding lead should undertake Prevent awareness training.
In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
• understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
• have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
• ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff;

• are alert to the specific needs of children in need, those with special educational needs and young carers;

• are able to keep detailed, accurate, secure written records of concerns and referrals;

• understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

• are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;

• can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;

• obtain access to resources and attend any relevant or refresher training courses; and

• encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

• The designated safeguarding lead should ensure the school or college's child protection policies are known, understood and used appropriately;

• Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

• Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and

• Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Availability

• During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.

• It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.